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ABSTRACT

Designed as a useful and practical tool for the staff at Camp Courageous of Iowa, a year-round residential camp serving all handicapped individuals, the manual outlines safety rules for camp activities, characteristics of the mentally and physically handicapped, and a general description of the camp and its objectives. Contents of the manual include job descriptions (i.e. counselor, activity specialist, camp director, nurse, food supervisor); policies and procedures for emergency, staff, kitchen, and cabin; descriptions of causes and characteristics of the mentally handicapped and physically disabled; tips for caring for campers with special needs (wheelchair safety, feeding techniques, positioning and handling); communication with the deaf camper (language of sign and finger spelling); and dealing with behavior problems. Information on camper health provides general camper care, nursing policies, first aid, and procedures for cardiopulmonary resuscitation, Heimlich maneuver, and artificial respiration. Descriptions of 25 camping activities offer objectives for activity, safety rules, procedures, and equipment to use. A 52-item bibliography and forms for camper application and evaluation, as well as employment are included. (ERB)

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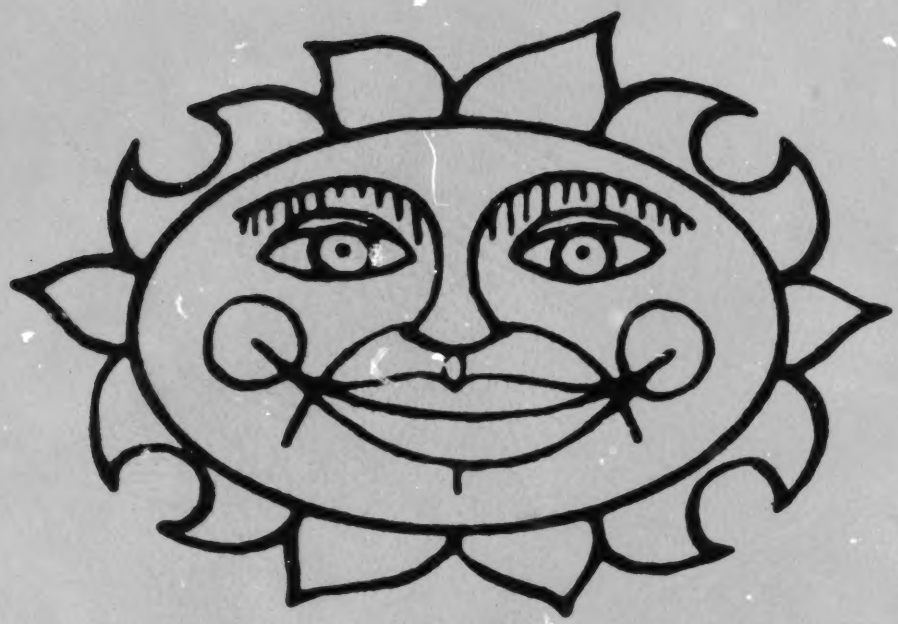

CAMP COURAGEOUS OF IOWA

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TABLE OF CONTENTS

1. Introduction 1
2. Camp History 2
3. Map 3
4. Map Key 4
5. Philosophy Statement 5
6. Goals of Camp Courageous of Iowa 6
7. Organizational Chart 7
8. Job Descriptions
   a. Counselor 8
   b. It's all Part of the Job – Counselor 10
   c. Activity Specialist 11
   d. It's All Part of the Job – Activity Specialist 14
   e. Assistant Camp Director 15
   f. Camp Director 17
   g. Staff Goals 19
   h. Executive Director 20
   i. Bookkeeper 22
   j. Secretary/Receptionist 23
   k. Nurse 24
   l. Food Supervisor 25
   m. Assistant Cook 25
   n. Housekeeper 26
   o. Camp Caretaker 27
   p. Assistant Caretaker 28
9. Policies and Procedures
   a. Emergency Procedures 29
   b. Staff Policies 33
   c. Kitchen Policies 37
   d. Cabin Procedures 38
10. Special Populations
   a. Mentally Handicapped 39
   b. Physical Disabilities
      1. Convulsive Disorders (Epilepsy) 44
      2. Cerebral Palsy 46
      3. Hydrocephalic 47
      4. Scoliosis 47
      5. Spina Bifida 48
      6. Spinal Cord Injuries 48
      7. Amputees 49
      8. Arthritis 49
      9. Cerebral Vascular Accident (CVA, Stroke) 50
      10. Diabetes 50
      11. Multiple Sclerosis 52
      12. Muscular Dystrophy 52
      13. Other Physical Conditions (Definitions) 53
   c. Caring for Campers with Special Needs
      The Physically Disabled and Severely Mentally Handicapped
      1. Tips on Working with the Physically Handicapped 56
      2. Wheelchair Safety 56
      3. Use of Hydraulic Wheelchair Lift 57
      4. Transporting – Lifts and Assists 57
      5. Feeding Techniques 58

TABLE OF CONTENTS – Continued

6. Positioning and Handling 60
d. The Blind Camper 63
e. The Deaf Camper 65
f. Autism 73
g. Learning Disabilities 75
h. Hyperactivity 78
i. The Emotionally Disturbed Camper 80
j. Behavior Disorders 82
k. The Older Adult Camper 84
11. General Guidelines for Working With Special Populations 86
12. Dealing with Behavior Problems 87
13. Sexuality and the Mentally Handicapped 90
14. Camper Health
a. General Camper Care 91
1. Hygiene 91
2. Skin Care 91
3. Showering 91
4. Toileting 91
5. Mealtime – Special Diets 92
6. Camper Illness – Tips for Care 93
7. Camper Injury 94
b. Nursing Policies 94
1. Registration 94
2. Camper Medications 94
3. Campout Slips 94
4. Incident Reports 95
5. Camper Evaluations 95
c. First Aid 95
1. First Aid Kits 95
2. First Aid Procedures 95
a. Poison Ivy 95
b. Injested Poisons 95
c. Head Injuries 96
d. Cuts, Bruises, Abrasions 96
e. Sunburn 96
f. Burns 96
g. Heat Exhaustion 96
h. Heat Stroke 96
i. Seizures (See Page 44)
j. Bee Stings 97
k. Ticks 97
l. Snake Bites 97
m. Sprains/Fractures 97
n. Drowning 97
o. Hypothermia 98
p. Frostbite 98
q. Fainting 98
r. Shock 98
3. CPR – Cardiopulmonary Resuscitation 98
4. Choking (Heimlich Maneuver) 98
5. Artificial Respiration 98

TABLE OF CONTENTS – Continued

PART II: PROGRAM ACTIVITIES

ACTIVITIES ARE LISTED IN ALPHABETICAL ORDER

1. Camp Courageous of Iowa Program Activity Description 99
2. Summer and Fall Daily Schedule 100
3. Leadership Techniques 101
4. Activities
   - a. Archery 102
   - b. Arts and Crafts 104
   - c. B. B. Guns, Target Shooting, Wrist Rockets 108
   - d. Campcraft 110
     1. Overnight Campouts 110
     2. Primitive Campouts (2½ days) 112
   - e. Canoeing 113
   - f. Caving 115
   - g. Campfire Evening Programs 120
   - h. Confidence Course, Ropes Course 122
   - i. Creative Dramatics 127
   - j. Cross-Country Skiing 130
   - k. Dance and Movement 134
   - l. Environmental Education 137
   - m. Evening Programs and Special Events 139
   - n. Farm Experience: Animals and Gardening 144
   - o. Fishing 145
   - p. Music 146
   - q. Nature/Acclimatization 151
   - r. Outdoor Cookery 157
   - s. Rainy Day Activities 164
   - t. Rock Climbing and Rappelling 166
   - u. Sensory Activities for Severely and Profoundly Mentally Handicapped 170
   - v. Sledding 171
   - w. Sports and Games 172
   - x. Swimming 175
   - y. Wild Edibles 188

5. Summary 189
6. Bibliography 190

INTRODUCTION

Camp Courageous of Iowa is a year-round residential camp for all handicapped individuals. The mentally and physically handicapped, blind, deaf, autistic, learning disabled and emotionally disturbed are all served. The age range is from 2 years old to 93 years old. Camp Courageous is a non-profit camp run solely on donations with no formal sponsorship (United Way, Easter Seals, or Association for Retarded Citizens). One half of the yearly budget is from those who can afford to pay camper fees and the other half comes from donations. No one is ever turned away due to finiancial problems.

The Camp Courageous Staff Manual is a useful and practical tool for all involved with this special facility for the handicapped. It will be referred to by Camp Counselors to review tips on dealing with hyperactivity, or by Water Safety Instructors to commit to memory the river emergency procedures. It will be useful to the new staff members to help organize and highlight the important components of camp life.

Working 24 hours a day with sometimes very challenging campers who exhibit behavior problems, can be an extremely intense and exhausting job. Staff may experience new feelings of frustration and self-doubt and have many unanswered questions about their fascinating campers. The one week orientation prior to camper arrival does much to answer those questions and prepare the staff members for the responsibilities to come. However, it is essential that the staff member feel there is a body of knowledge to tap when feeling overwhelmed by the details of camp. It helps to read the counselor job description and know that it is the most important job at camp! Yes, it is the hardest, most rewarding, and most important job. This is explained during staff training week, but a pat on the back and a boost in confidence is often needed after campers arrive.

Staff training can seem overwhelming. In six short days the staff experience all camp activities from caving to climbing and rappelling to archery, crafts and the burma bridge. They experience eating blindfolded, sitting in a wheelchair for three hours, and numerous discussions on Policies, Lost Camper Procedures, First Aid, and Explanations of Handicaps.

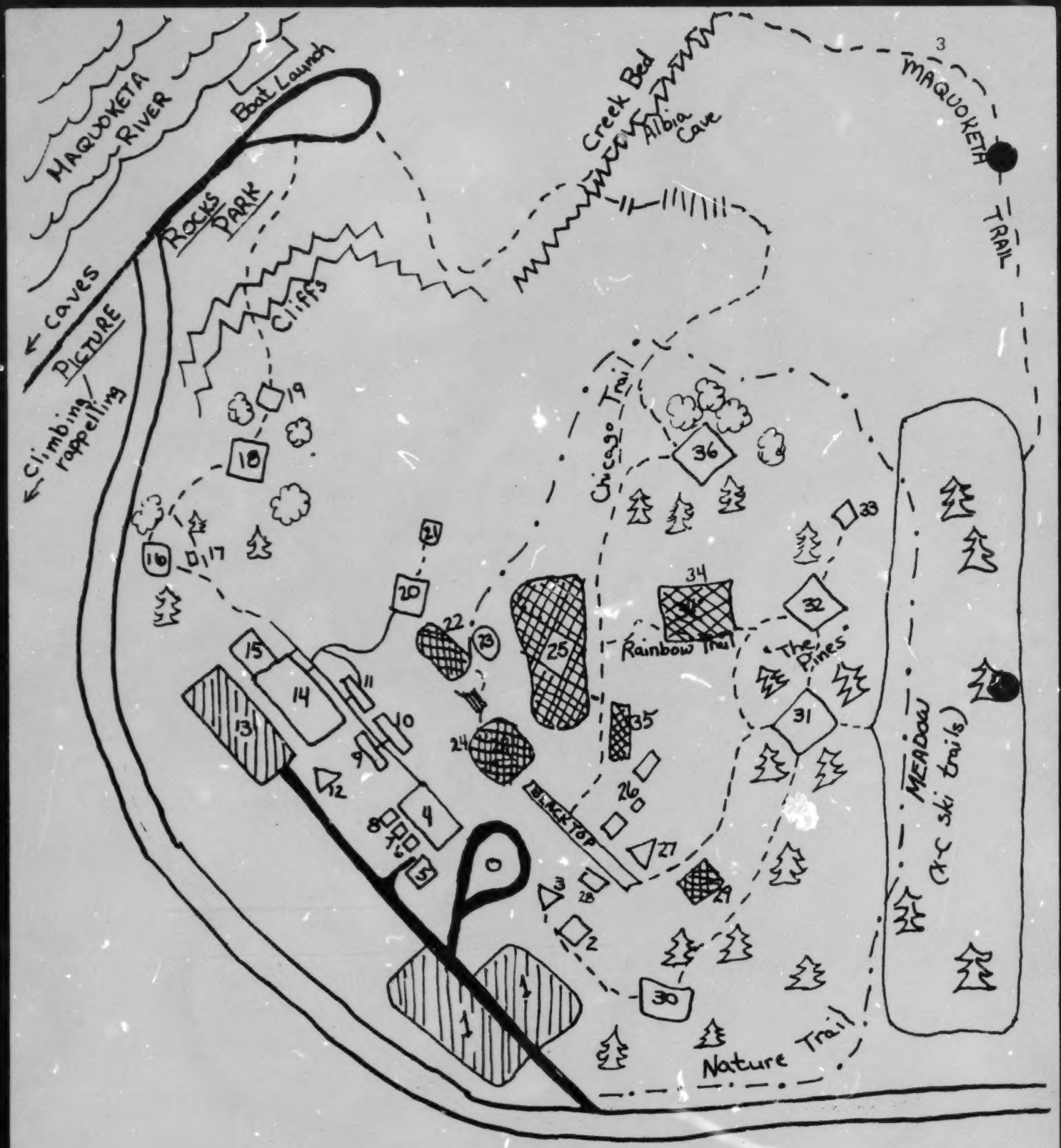
The manual reassures the new comer that all those safety rules for each activity so throughly outlined and all the characteristics of autism are written down, readily available for reference throughout the camping season.

Since staff work with all types of handicapped individuals over the course of a twelve week season, it may be week number ten before a counselor has a deaf camper. It is comforting to have notes about this disability and some basic sign language available. This reference tool will make for a smoother transition into camp life. Whatever can be done to help the staff know his/her realm for appropriate discipline or spontaneous creativity, will only benefit the campers.

Camp Courageous is here to meet the needs of all special populations; to help a camper feel a sense of accomplishment as he/she makes his/her first climb or holds a paddle correctly. Camp gives the camper an opportunity to do well in all camp activities. Each activity is especially adapted to his/her abilities. This success, so often rarely tasted by the handicapped makes Camp Courageous a place to grow. Staff and campers grow together and caring about each other makes all the difference. Therefore this manual was written to help staff come to a better understanding and appreciation of the campers at Camp Courageous of Iowa.

CAMP HISTORY

March 1972 –	Forty acres of wooded land donated for the sole purpose of establishing a camp for the handicapped.
June 1973 –	Construction begins for five buildings: lodge, two cabins, utility building, and guest house.
June – August 1974	Camp opens with 211 campers served.
May – November 1975	Total campers served, 809.
March – November 1976	Total campers served, 1098.
Fall 1976	Construction begins for multi-purpose building.
February – November 1977	Total campers served, 1167.
February – November 1978	Total campers served, 1525.
February – November 1979	Total campers served, 1581.
February – November 1980	Total campers served, 1714.
March 1980	Construction of indoor swimming pool begins.
Summer 1981	Third camper cabin and storm shelter is completed.
1981	Total campers served. 1807.



Camp Courageous and surrounding area

(key on following page....)

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MAP KEY

1. Parking Lots
2. Guest House
3. Director's A-Frame
4. Lodge
5. Maintenance Building
6. Cookout Shed
7. Wood Storage Shed
8. Outdoor Equipment Center
9. Cabin: Cree
10. Cabin: Sioux
11. Cabin: Kiowa
12. Staff A-Frame
13. Staff Parking Lot
14. Multi-Purpose Building (gym, nurse's office, director's office, arts and crafts, staff quarters)
15. Pool
16. Navajo Campout Site
17. Treehouse
18. Cherokee Campout Site
19. Lookout Point
20. Iriquois Campout Site
21. Apache Primitive Site
22. Rifle Range
23. Lagoon
24. Playground Area
25. Confidence Course
26. Animal Cages
27. Nature Center
28. Greenhouse
29. Archery Range
30. Ute Primitive Site
31. Crow Campout Site
32. Chickasaw Campout Site
33. Blackfoot Primitive Site
34. Ropes Course
35. Rope Maze
36. Albia Campout Site

PHILOSOPHY STATEMENT ADOPTED BY CAMP COURAGEOUS OF IOWA

We believe that handicapped people, regardless of degree of impairment, have the right to the joyful opportunities found in the out-of-doors.

We believe that nature provides opportunities all year round for exploration and enjoyment by handicapped people.

We believe that handicapped people should experience the usual camping events as well as unusual activities developed by the ideas and enthusiasm of the staff, being guided by the varying needs of the campers.

We believe our contributions to the disabled campers are the staff serving them and the beautiful natural environment where they will be served. The personnel is committed to understanding and meeting the special needs of handicapped people. They are dedicated to providing these usual and unusual outdoor experiences suited to the welfare of the handicapped camper but keeping in mind that everyone likes to operate and be treated as nearly as possible like a normal person.

We believe that Camp Courageous has a unique and beautiful wooded setting that can provide opportunitites to the handicapped individual and should be utilized to the fullest to provide occasions for growth and happiness for disabled campers.

GENERAL GOALS OF CAMP COURAGEOUS OF IOWA

The handicapped individual has as much as or more leisure time than most non-handicapped persons, yet because of the limitations imposed by his or her disability, cannot easily or freely make use of available recreational resources on his/her own. Consequently, a pattern may develop whereby the handicapped individual spends leisure hours alone in passive and unchallenging pursuits, as opposed to balancing passive pursuits with more stimulating, active and social pursuits. At Camp Courageous of Iowa we are concerned that the physical and recreational needs of the handicapped have not been adequately met. Our objective is to provide the individual with a stimulating environment, social relationships and programs that contribute positiively to their mental, physical, social and emotional development.

Program activities are selected in response to the specialized needs of each individual camper, providing a challenge appropriate for that camper's mental and physical capabilities. Programs capitalize on the campers abilities rather than on his/her limitations. Programs emphasize cooperation and communication rather than excessive, potentially destructive competition.

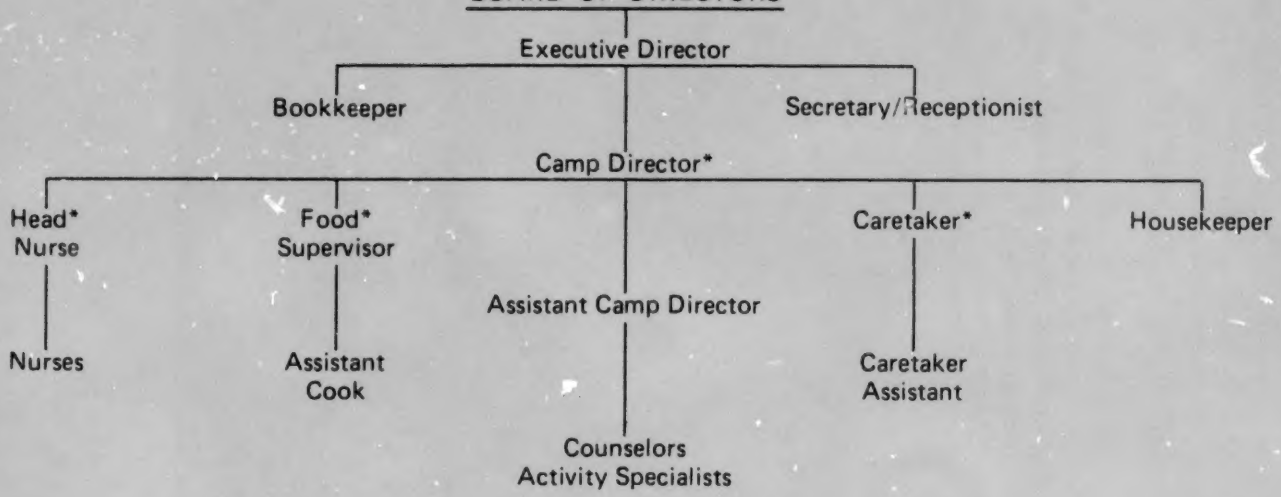
At Camp Courageous of Iowa we seek to provide opportunities for each camper to discover new ways of relating to others and to the environment. We seek also to assist handicapped persons to develop positive attitudes and feelings toward themselves and their individual potential.

The camping experience is a unique experience which skillfully yet respectfully utilizes the natural environment to provide campers with opportunities to:

1. Have fun!
2. Develop independence away from the family.
3. Develop healthy attitudes concerning his/her handicapping condition.
4. Experience controlled risk-taking; spirit of adventure.
5. Experience activities unique to camping.
6. Experience recreational skills with carryover value as lifetime leisure pursuits.
7. Sharpen problem-solving and decision making abilities.
8. Learn to take responsibility for his/her own actions.
9. Learn to accept others as they are and to experience acceptance by a group.
10. Learn sharing, cooperation and empathy through group-oriented activities.
11. Learn to control and effectively express emotions in a socially acceptable manner.
12. Develop friendships which will continue after camp.
13. Develop a perception of him/herself in relation to other handicapped peers.
14. Develop a heightened awareness, respect and appreciation of the natural environment, and an understanding of our relationship to the natural environment.
15. Develop individual resourcefulness, initiative and creativity.
16. Improve physical fitness and endurance.

CAMP COURAGEOUS OF IOWA

ORGANIZATIONAL CHART



*Responsible for their staff with the hiring and firing going through the Executive Director.

JOB DESCRIPTION

COUNSELOR

QUALIFICATIONS:

1. Must be of legal age.
2. A sincere and genuine interest in working with the handicapped.
3. Emotional maturity and intergity.
4. Enjoyment and appreciation of nature.
5. Experience with people-oriented occupations is helpful.

RESPONSIBLE TO:

Camp Director

JOB SUMMARY:

With the aid of the Camp Director and Program Staff the counselor is responsible for scheduling and supervising all camp experiences for his or her assigned group of campers and to provide for the care, safety and well-being of those campers.

GENERAL RESPONSIBILITIES:

1. Be aware of all safety rules and emergency procedures. Make safety a prime concern in all activities.
2. To cooperate effectively with total staff to enable campers to have an enjoyable and worth-while experience at camp.
3. To plan with and for campers a schedule of activities which best meets the needs and interests of your group.
4. To supervise and participate in all experiences with camper group, encouraging them to participate and helping in any way to provide a good and **safe** experience for each camper.

SPECIFIC RESPONSIBILITIES:

1. Full participation in orientation program.
2. To familarize self as much as possible with campers individual background and needs through reading applications of campers before their arrival.
3. Get cabins ready for camper arrival by labeling beds, drawers and personal items boxes and adjusting beds for any specific considerations such as campers in wheelchairs, campers that may need their mattress on the floor, campers that may be afraid of the dark, etc.
4. To greet campers and help each one unpack, mark all personal belongings, get "settled in" and adjusted to a new environment.
5. Familarize self with each campers needs and/or wants regarding program activities and expectations for their stay at camp.
6. Be present at staff meetings to—
   a. Work together with program staff to insure quality programing of activities for campers.
   b. Arrange campout and cookout experiences by writing menus and establishing campout time and place. (if applicable to group)
   c. Work with nurses to receive instructions regarding: special diets, medication, specific health problems, special equipment, individual behavior programs and any other information regarding campers health.
   d. Participate in de-briefing. (provide imput concerning work with previous camper group — joys, concerns and suggestions)
7. Instruct and supervise campers in self-help skills as needed. (dressing, eating, toileting, brushing teeth, showers, personal needs, etc.)
8. Make sure campers are on time for:
   a. medication
   b. meals
   c. activities

9. Participate fully with campers in each activity, evening program, or special event.
10. Cooperate with nursing staff in all ways. Report any unusual physical symptons or appearences to nurse. Monitor campers food intake and bowel movements as needed. Always see that campers are appropriately prepared for weather and activities. Remember that prevention is the best cure.
11. Do cabin duty when required.
12. Make a special award for each camper to be given at the end of his or her stay at camp.

1. **Don't be afraid to ask.** Whether you've worked with the handicapped before or not, you are bound to run into some situations that are new and confusing to you. If you need help with transporting a camper, dealing with a behavior problem, feeding techniques or whatever, please, don't be afraid to ask! In many cases asking for help may be more than an option but a responsibility when putting the safety and well-being of a camper first.
2. **Be flexible.** There will be times when the pace, mood or level of an activity planned is not going to fit with the needs of your group at a certain time. For instance, if you have planned a crafts activity but your group needs to run off some energy now, feel free to talk with program staff and change an activity to meet the needs of your campers.
3. **Time – Out.** There is no question that the job of a counselor is a very intense one. If you need to spend extra time with one camper or need some time to yourself, ask the camp director or program staff to help you out.
4. **Show your feelings.** Campers can sense when you are feeling down and out or really excited about something. Go ahead and share with campers your joys and frustrations. This is part of relating as person to person and not always counselor to camper.
5. **Touching.** For many of our campers a touch is worth much more than talk and physical reinforcement is important. If you want to say, "good job" or just "I care", a hug might say if just right. If you need to hold a campers attention, a hand on the shoulder might do the trick. Especially with non-verbal campers, touching is a very important key to communication.
6. **Be friendly but never partial.** It is easy to like the likable, amusing and talented person. The person with the problem needs special attention.
7. **Enthusiasm is contagious.** If you are enthusiastic if will be easier for campers to get involved and enjoy.
8. **Being a friend and a disciplinarian** is sometimes hard to do. Some campers will test your limits but ultimately will respect you for drawing the line. Be firm but not over bearing and never threaten or promise anything that you cannot reasonably and fairly bring to its conclusion.
9. **Positive reinforcement.** With a particularily difficult camper it may seem that you are always nagging or emphaszing the bad. Make it a point to let campers know when they have done a good job. For many campers even the smallest task is a big accomplishment that we shouldn't take for granted. This is a big part of helping campers develop a positive self image.
10. **You are here for the campers.** It is always easy to get involved talking with other staff and before you know it, campers feel left out. Always try to put camper needs before your own.
11. **Show a willingness to learn.** The counselor's job always involves on-the-job training. New problems and new situations pop up every day. You must be ready to rely on your common sense and creativity and be able to take constructive suggestions from others. Take the initiative to see what needs to be done and do it!
12. **Committment.** The counselors job is the most vital link in giving the camper a special experience. As a counselor you have the most constant and pervasive contact with the camper. For the camper, you are the most familiar souce of guidance, discipline, comfort, and care. You must be prepared for a huge committment of giving of your time and yourself.
13. **Know that each camper can give you as much as you give them.** You will learn constantly not only of the variety of different handicapped persons and how to work with them but also of the delights and challenges of so many different personalities. Appreciate each camper uniquely for what they teach and share with you.

JOB DESCRIPTION

ACTIVITY SPECIALIST

(Naturalist, crafts and fine arts, sports and games, campcraft, pool, canoeing)

QUALIFICATIONS:

1. Must be of legal age.
2. A sincere and genuine interest in working with the handicapped.
3. Interest, knowledge and skills in the specific field.
4. Leadership and teaching ability.
5. Previous experience working with the handicapped and programming in the specific field preferred.

In addition to 1-5, Pool Specialist must have the following qualifications:

6. Current Water Safety Instructor certification.
7. At least one year experience in pool organization and swimming programs.

In addition to 1-5 Canoeing Specialist must have the following qualifications:

8. Current Water Safety Instructor or Senior Lifesaving certificate.
9. At least one year experience in camping or canoeing programs.

RESPONSIBLE TO:

Camp Director

JOB SUMMARY:

With the aid of the Camp Director and Assistant Camp Director the Activity Specialist is responsible for organizing and administering a quality program in the specialization area.

GENERAL RESPONSIBILITIES:

1. Develop and operate quality activities geared to the specific age group, functioning level, types of handicap and interest of individual camper groups.
2. Organize and expand total program, developing activities with the goals and objectives of that program in mind.

SPECIFIC RESPONSIBILITIES:

1. Full participation in orientation program with leadership role in specialization area.
2. Be aware of all safety rules and procedures. Make safety top priority in all activities.
3. Uphold all camp policies.
4. Be present at programs meetings to:
   a. Receive information about campers groups that relate to programming. (age range, functioning levels, physical handicaps, attention span, activity preferences, etc.)
   b. Work with program staff to develop a schedule of activities in the specialization area for the coming camper group.
   c. Provide input for developing evening programs, all camp activities or special events. Plan on organizing and leading some of these programs as required.
5. Be present at staff meetings to:
   a. Explain new activities and make needed announcements.
   b. Work with counselors to insure quality programming in the specialization area for their group.
   c. Listen to nurses announcements regarding specific health or behavior problems of campers.
   d. Participate in de-breifing. (provide input concerning work with previous camper group - joys, concerns and suggestions)
6. Greet campers upon arrival and introduce them to their counselors.
7. Assist camper group and counselor you are assigned to:
   a. With camper care.
   b. During all mealtimes.
   c. Anytime during working hours that you are not organizing or leading camp activities.

8. Organize and lead evening programs, special events, and activities in specialization area as scheduled.
9. Be a good resource person for your area of specialization. Help maintain camp activity file in resource library. Acquaint counselors with activities and skills in area of specialization whenever possible so they can lead various activities on their own.
10. Do cabin duty when required.
11. Fill in for counselors when required.
12. Communicate to Camp Director/Assistant Camp Director any concerns or ideas relating to camper problems, program activities or staff working relationships.
13. Support the Camp Director and Assistant Camp Director in their duties as they consider appropriate and necessary.

ADDITIONAL SPECIFIC RESPONSIBILITIES: – POOL SPECIALIST

1. Under direction of Camp Director/Assistant Camp Director to implement safe and efficient procedures for instructional and recreational use of the pool
2. Assist staff in scheduling pool use. Schedual compatible camper groups and use pool time in the most efficient and productive manner
3. Supervise all pool activities.
4. Initiate a strict water safety program in keeping with the American Camping Association standards and Red Cross requirements.
5. Explain objectives, techniques of instruction, logical progression of swimming and water safety skills, use of equipment, and sanitation procedures to staff at orientation.
6. Organize an effective instructional program to teach swimming skills and water safety; record individual progress and award Red Cross certifications to campers at end of session when applicable; give progress reports to counselors for recording on camper evaluations; institute an in-service Senior Life Saving Course if possible.
7. Report weekly to Camp Director/Assistant Camp Director evaluating strengths and weaknesses of activities in terms of objectives; interest, attitude and participation of campers and staff.
8. Check chemical balance of pool. See that backwashing is done properly, inspect and keep pool deck sanitary and vacuum and skim water when necessary.
9. Supervise camp staff, carry out instruction and lifeguard duties during swimming periods.
10. Keep all equipment in safe condition. Report and damages, losses or theft to Camp Director/Assistant Camp Director. Have all equipment available for use at all times. Lock up equipment and facility when not in use and maintain current inventory.

ADDITIONAL SPECIFIC RESPONSIBILITIES: – CANOEING SPECIALIST

1. Supervise all boating and fishing activities.
2. Supervise any additional swimming activities in river or lake.
3. Initiate a strict water safety program in keeping with the American Camping Association standards.
4. Explain safety regulations, objectivies, techniques of instruction, logical progression of canoeing skills, use and storage of equipment and organizational plan to staff at orientation.
5. Responsible for instructional and recreational lake and river program. See that all campers reach their potential according to their ability.
6. Report weekly to Camp Director/Assistant Camp Director evaluating strengths and weaknesses of activity in terms of objectives, interest, attitudes, participation and skill levels reached.
7. Keep all equipment such as canoes, paddles and life jackets in safe working condition. Have equipment ready when groups arrive and provide safe and adequate storage for equipment when not in use.
8. Keep current inventory.

ADDITIONAL SPECIFIC RESPONSIBILITIES: – NATURALIST

1. Continually organize, maintain and keep nature, sensory and environmental education equipment in the nature center. Report equipment needs to the Camp Director/Assistant Camp Director.
2. Develop and promote use of the nature center by providing for stimulating displays, resources and activitiy centers in the nature center.
3. Be responsible for camp animal care. Help campers feed and water animals and to clean cages, pens and aquariums as needed. Report any illness or odd behavior of camp animals to Camp Director/Assistant Camp Director.
4. Take care of camp gardens and indoor plants in lodge. Help campers hoe, water, weed, pick and plant as needed.
5. Explain nautre program goals, activities and procedures; care of animals and plants; location of equipment and various resources; and nature safety rules to staff at orientation.
6. Report weekly to Camp Director/Assistant Camp Director evaluating strengths and weaknesses of activities in terms of objectives, interest, attitudes and participation.

ADDITIONAL SPECIFIC RESPONSIBILITIES: – SPORTS AND GAMES SPECIALIST

1. Continually organize, maintain, and keep equipment in the sports and games room. Organize sports equipment in maintenance building as needed. Report equipment and repair needs to Camp Director/Assistant Camp Director.
2. Supervise maintenance of the archery range, gun range and horseshoe court. Report needed repairs or improvements to Camp Director/Assistant Camp Director.
3. Explain sports and games program objectives, activities and procedures; location and use of equipment; and sports and games safety rules to staff at orientation.
4. Report weekly to Camp Director/Assistant Camp Director evaluating strengths and weaknesses of sports and games program in terms of objectives, interests, attitudes and participation.

ADDITIONAL SPECIFIC RESPONSIBILITIES: – CAMPCRAFT SPECIALIST

1. Continually organize, maintain and keep supplies in the cookout shed and campsite boxes. Keep current inventory and report equipment needs to the Camp Director/Assistant Camp Director.
2. Explain campout procedures, campcraft activities and program goals; activities and goals for primitive campouts; cookout sheets, procedures, recipes and outdoor cooking techniques; and campcraft safety rules to staff at orientation.
3. Report weekly to Camp Director/Assistant Camp Director evaluating strengths and weaknesses of campcraft program in terms of objectives, interest, attitudes and participation.
4. Be aware of the condition of campsites and camp tents. Report needed repairs or other concerns to Camp Director/Assistant Camp Director.

ADDITIONAL SPECIFIC RESPONSIBILITIES: – CRAFTS AND FINE ARTS SPECIALIST

1. Continually organize, maintain and keep crafts and fine arts supplies in the craft shed. Report equipment needs to the Camp Director/Assistant Camp Director. Organize woodworking bench in maintenance shed as needed.
2. Explain crafts and fine arts program objectives, activities, and procedures; care and location of equipment; and crafts and fine arts safety rules to staff at orientation.
3. Report weekly to Camp Director/Assistant Camp Director evaluating strengths and weaknesses of crafts and fine arts program in terms of objectives, interest, attitudes and participation.

IT'S ALL PART OF THE JOB – ACTIVITY SPECIALIST

1. **Be flexible.** There will be times when the pace, level or mood of an activity planned is not going to fit with the needs of the camper group at a certain time. Be flexible enough to adapt the activity or change it in counsultation with the counselor if needed.
2. When planning activites for campers that may have shorter attention spans, be sure to have as many activities planned as you may need to keep camper interest for the activity period.
3. Have equipment ready for an activity before campers arrive. This helps prevent excessive waiting time and allows you to capture camper attention and interest immediately.
4. If in doubt, ask the counselor. The Activity Specialist works only part of the day with each camper group. Remember that the counselor is with his/her group continually and may have established methods for dealing with behavior problems or working on camper care. Many times it wll be neccessary for you to consult with the counselor about his/her methods so there is consistancy before jumping in to deal with a problem.
5. Establish a meeting place for all of your activities so there is no confusion about where to meet for an activity.
6. As much as possible, let counselors know if you are going to be late for any activity.
7. Think about coordinating your activities with programming in other areas. For example, if the Naturalist is planning a hike to collect and observe different types of leaves with a group, the Craft Specialist could plan a period of printing or doing natures windows with various leaves afterwards. Or, if the Naturalist is planning to make natural dyes with various plants, the Crafts Specialist could plan a tye-dye session afterwards. There are all sorts of possibilities!
8. Always be open to and encourage counselor input on varying activities or introducing new activities. Serendipity can be lots of fun!
9. The Camp Director/Assistant Camp Director are here to help you develop programs, deal with problems, and, in general, to be good resource persons. Feel free to have a brainstorming session and tap their resources whenever you feel the need!
10. Keep enthusiasm about activities. Although you may have done an activity many times, it may be the campers first experience. Approach activities with a fresh angle or attitude and remember that enthusiasm is contagious.
11. Remember to give campers positive reinforcement for a job well done.
12. You are here for the camper. It is always easy to get involved talking with other staff and before you know it, campers feel left out. Always try to put camper needs before your own.
13. Always try to adapt activities so the camper can do most or all of it on his/her own. If you or the counselor ends up doing much of the activity for the camper, it is probable that the activity is geared too high.
14. It is easier to keep program supply areas in order if you consistantly put all supplies away after activities and straighten up a little after each program day if needed.
15. Always pitch in in anyway possible with all camp activities, special events and just in general. More heads and hands make things run smoother for everyone.
16. Working and living at camp is an all consuming job. Be prepared for a huge committment of your time and yourself. There is a lot of giving, but also much to receive.

JOB DESCRIPTION

ASSISTANT CAMP DIRECTOR

QUALIFICATIONS:

Must be of legal age.
Bachelors degree in related field and/or considerable experience in camp programming and working with the handicapped.
Ability in leadership and organization.

JOB SUMMARY:

Under general direction of Camp Director, to give supervision and guidance to counselors, activity specialist and volunteer staff in maintaining an effective total program at camp, and to do related work as required.

RESPONSIBLE TO:

Camp Director

GENERAL RESPONSIBILITIES:

1. Be aware of all safety rules and emergency procedures. Make safety top priority in all activities.
2. To cooperate effectively with total staff in any way possible to enhance overall camp experience.
3. To work effectively with counselors and program staff to provide for quality activities in all aspects of camp programming.
4. Support the Camp Director in his/her duties as he or she considers appropriate and necessary.
5. Assume Camp Director's responsibilities upon his/her absence.

SPECIFIC RESPONSIBILITIES:

1. In cooperation with Camp Director, organize, provide leadership and participate totally in staff orientation program.
2. Assist Camp Director in reading all camper applications and putting campers in groups with counselors.
3. Organize staff time-off schedule. Supervise sign-up and post schedule.
4. Organize procedure for assigning staff to cabin duty. Post cabin duty schedule.
5. Be responsible for generating and applying new program ideas and activities.
   a. Maintain a current and quality activity card file for camp library.
   b. Be aware of new resources for camp programming and make these available through camp library and by initiating new ideas or activities in the camp program.
   c. Be a good resource person. Assist counselors and activitiy specialist in any way possible to promote quality programming.
6. Greet campers, parents, staff or teachers upon arrival. Introduce campers to their counselors. Direct parents or staff to talk to Nurse and Executive Director regarding camper medication/health and camper fee. Help in any other ways required during camper arrival.
7. Be present at program staff meetings to:
   a. Provide overview of functioning levels, physical handicaps, program preferences and all other information needed for effective programming.
   b. Cooperate with Camp Director and Program Staff to discuss and plan daily activities, evening programs and special events.
   c. Draw up master activity sheet to be used for counselor reference at staff meeting.
   d. Review planned activities for quality and coordinate activities time-wise with regard to level of activities and feasibilty of equipment use and transportation if necessary.
   e. Organize transportation schedule for activities when necessary with regard to drivers, bus use and time schedule.

8. Be present at general staff meetings to:
   a. Along with Camp Director explain evening activities, special events and new activities.
   b. Assist counselors in any way to insure quality scheduling of activities for their camper groups.
   c. Be available for counselor requests of additional or replacement activities for their group. Supervise any changes regarding program activities.
   d. Listen to instructions from nurse concerning any special health or behavior problems of campers.
   e. Help initiate and participate fully in de-breifing (imput concerning work with previous camper group - joys, concerns and suggestions).
9. Plan and lead daily activities, evening programs and special events as scheduled.
10. Fill in for counselors and activitiy specialists when needed.
11. Be aware of supply levels and general repair needs.
12. Facilitate communication between counselors, activity specialists and support staff.
13. Relay suggestions, problems or ideas affecting the welfare of the camp to the Camp Director.
14. Assist counselors with camper care.
15. Uphold all camp policies and remind staff of policies when infractions occur. Report all rule infractions to the Camp Director.
16. Do other related work as required.

JOB DESCRIPTION

CAMP DIRECTOR

QUALIFICATIONS:

Bachelors degree in related field and considerable experience in camping and working with the handicapped.
Ability in human relations skills.
Ability in leadership and organization.
Knowledge of program activities.

JOB SUMMARY:

Under the general direction of the Executive Director, to plan, develop and administer residence camping program for handicapped individuals and to do related work as required.

RESPONSIBLE TO:

Executive Director

GENERAL RESPONSIBILITIES:

1. Responsible for general good health, safety, conduct and pleasure of the campers.
2. Responsible for overall safety of program areas, equipment and facilities.
3. Coordinate the program budget, facilities, equipment, food service, maintenance, activity plans, special events, field trips, transportation and communication.
4. Direct recruiting, selection, training and orientation of staff.
5. Assign, schedule, and supervise program and counseling staff in enriching their programs; provide resource materials and persons necessary to plan their programs; develop an overall program to meet the objectives of Camp Courageous of Iowa in the area of outdoor education, camping and recreation, and the needs and wants of the handicapped campers.
6. Administer, in cooperation with Program staff, a comprehensive, realistic evaluation of the campers, staff and camp program; review all reports prepared by program staff, Camp Nurse, and counselors on services offered.
7. Responsible, with the Executive Director, for maintaining a good relationship with the staff, campers, and parents or guardians.
8. Be in complete charge of all activities of the camp and have complete authority to employ, supervise, and dismiss members of the staff, with the approval of the Executive Director.
9. Support the Executive Director in his/her duties as he/she considers appropriate and necessary.

SPECIFIC RESPONSIBILITIES:

1. Facilitate program and scheduling meetings.
2. Greet parents and campers upon arrival to camp.
3. Supervise purchase of all program equipment.
4. With the help of the Assistant Camp Director, group all campers prior to camper arrival.
5. Read all camper applications.
6. Read all camper evaluations.
7. Maintain close communication with Camp Nurse on a daily basis.
8. Facilitate weekly de-briefing (input concerning work with previous camper group - joys, concerns and suggestions).
9. Meet with staff for mid-season oral conferences.
10. Uphold all camp policies and remind staff of policies when any infractions occur.
11. Participate and assist in camp activities daily.
12. Assist counselors with camper care.
13. Be available for staff questions, suggestions and concerns on a daily basis.

14. Help plan evening programs and special events.
15. Maintain awareness of and adhere to American Camping Association standards.
16. Actively pursue new and innovative ways to enhance overall camping program in the areas of programming, staff relations, communication and camper care.
17. Provide inservices throughout season as deemed helpful or necessary.
18. Maintain awareness of current professional materials and keep camp manual up dated.
19. Delegate responsibilities to camp staff for related work.
20. Communicate program and staff functions with Executive Director.
21. Schedule campers.
22. Communicate program activities to the Board of Directors.

GENERAL GOALS FOR STAFF

I. KNOW YOUR CAMPERS / GUIDE YOUR CAMPERS

1. Assist campers in adjusting to camp life.
2. Stimulate interest in activities.
3. Encourage campers to participate in selecting & planning activities.
4. Be impartial in camper treatment.
5. Keep morale and enthusiasm high.
6. Spend extra time with a camper who seems to have greater emotional needs than others.
7. Give each camper an opportunity to achieve recognition.

II. BE RESPONSIBLE FOR THE CAMPERS' HEALTH AND SAFETY

1. Assist campers in learning and performing personal care skills.
2. Assist campers in selecting proper dress for weather conditions
3. Take precautions against excessive fatigue.
4. Make sure campers get necessary medical attention.
5. Be a model of good eating habits and table manners.
6. Be aware of campers' eating habits and monitor excessive foot intake.
7. Encourage campers to accept responsibility for their own health, well being and safety.

III. STAFF RELATIONS AND GENERAL GOALS

1. See things to be done and do them. Show initiative in your work.
2. Cooperate and compromise with other staff members.
3. Be considerate of other's property, taking care of it and returning what was borrowed.
4. Use good judgement, with the best interests of campers in mind at all times.

JOB DESCRIPTION

EXECUTIVE DIRECTOR

QUALIFICATIONS:

Bachelor's degree with experience in administration, fund raising, public relations, programs for the handicapped and camping.

Display the ability to plan, organize, communicate, make decisions, influence, coordinate and evaluate.

At least two years in a leadership capacity in a related situation.

JOB SUMMARY:

To execute policy formualted by the Board of Directors, and to fulfill other responsibilities essential to the overall administration of the camp.

RESPONSIBLE TO:

Board of Directors

GENERAL RESPONSIBILITIES:

1. The Executive Director will be the chief administrative officer of the corporation with sole responsibility for its efficient functioning. The Executive Director shall maintain the authority to conscientiously delegate operational responsibilities as deemed necessary for the good of the corporation.

SPECIFIC RESPONSIBILITIES:

1. The Executive Director has the responsibility and authority to employ and discharge all personnel.
2. It shall be his/her duty to recommend policies, programs, and plans and direct them to the appropriate committees of the Board.
3. The Executive Director will also be charged with informing members on the operation and disposition of the corporation's status.
4. The Executive Director shall serve as an ex-officio member of the Board and all other committees. He/she will at all times be subject to and accountable to the Board.
5. The Executive Director shall prepare an annual budget for consideration by the Board of Directors.
6. The Executive Director shall be the purchasing agent for the full Board and shall have authority to purchase supplies and equipment under such terms and regulations as might be prescribed by the full Board.
7. The Executive Director shall examine and approve for payment all bills and claims.
8. The Executive Director shall make such rules and regulations regarding routine matters in the operation of the Camp which have not otherwise been specifically provided for in the By-Laws or otherwise by the full Board.
9. The Executive Director shall, in the absence of specific rules and advice of the Board, assume any authority and perform any duty which a particular situation unforeseen or suddenly arising may demand.
10. The Executive Director shall have the authority to pay regular routine monthly operation expenses of the corporation.
11. The Executive Director shall be available as a public information resource for the purpose of disseminating the Camp Courageous of Iowa story to groups, persons, and organizations.
12. The Executive Director shall be apprised at all times regarding operations/sources that may contribute to the financial benefit of the corporation as well as actively pursue a viable ongoing fund raising program.

13. The Executive Director is the only authorized employee to sign checks and make withdrawals from savings or any other camp account.
14. The Executive Director will administer public relations through all forms of media, by composing news releases, public service announcements, etc.
15. The Executive Director will compile, edit, publich & mail the camp newsletter three times a year.
16. The Executive Director will administer all "Open to the public" events at the camp.
17. The Executive Director is responsible for updating camp pictures for use in the slide presentation, newsletters, media, etc.
18. The Executive Director is the chief fund raiser for the camp. All fund raisers will go through the Executive Director, for the purpose of planning and organization to prevent overlapping.
19. The Executive Director is responsible for overseeing all accounts which use the camp's name including the perpetual fund and the trust fund.
20. The Executive Director is responsible for reviewing all material going from the camp to the general public.
21. The Executive Director is responsible for the collection of camper fees during the summer and fall seasons.
22. Provide tours of camp upon request.
23. The Executive Director is responsible to oversee the general maintenance of the camp and regularly inspect grounds and buildings for recommended repair.
24. Staff evaluations should be overseen by the Executive Director.

JOB DESCRIPTION

BOOKKEEPER

QUALIFICATIONS:

Must be of legal age.

Bachelor's degree in Business, or a High School Diploma with experience in the areas of general bookkeeping and/or accounting, and further education in this area from an accredited institution.

Demonstrate an ability to budget and save money for the Camp.

Demonstrate an ability in appropriate human relations with clients, personnel, and the general public.

JOB SUMMARY:

Under the direction of the Executive Director, establish an efficient and accountable bookkeeping system along with assisting in obtaining and scheduling campers.

RESPONSIBLE TO:

The Executive Director

GENERAL RESPONSIBILITIES:

The Bookkeeper is responsible for the general bookkeeping of the Camp and assisting in obtaining and scheduling of campers.

SPECIFIC RESPONSIBILITIES:

1. Assist in seeking out and scheduling all campers.
   a. Send application & cost material.
   b. Acknowledge camper's returned application with clothing list and time of arrival letter.
   c. Post in schedule book.
2. Keep daily records on camper/staff meals.
3. Submit reports on time.
4. Bookkeeping - payroll, posting accounts receivable and payable, insurance and tax reports, along with the general ledger.
5. Keep inventory of all camp property.
6. Supervise camp store, keeping records of receipts and expenses.
7. Keep camper enrollment records.
8. Assist secretary in typing, mail, etc. (Should be able to fill in as secretary, upon the absence of the secretary).
9. Support the Executive Director in his/her duties as he/she considers appropriate and necessary.

JOB DESCRIPTION

SECRETARY/RECEPTIONIST

QUALIFICATIONS:

Must be of legal age.
High School graduate with secretarial training and/or experience.
Typing skills must be proficient.
Human relations skills must be high.
Ability to see new means of improving the efficiency within the office and then incorporating these ideas into her/his work.

JOB SUMMARY:

Provide secretarial and receptionist skills to the camp.

RESPONSIBLE TO:

Executive Director

GENERAL RESPONSIBILITIES:

1. Provide typing, filing and reception abilities.

SPECIFIC RESPONSIBILITIES:

1. Provide typing services.
   a. Learning to run the IBM Memory Typewriter.
   b. Type direct mail letters.
   c. Type Thank You letters.
   d. Type correspondence.
   e. Any other typing which needs to be done
2. Receptionist duties.
   a. Answer phone warmly and sincerely.
      1. Take complete messages.
      2. Referral abilities.
   b. Greet the public and make them feel welcomed.
3. Be able to operate; CB Base Unit, Intercom, Copy Machine, and Duplicator.
4. Filing abilities – record donations, send thank you, and update direct mail.
5. Ensure work is done in a timely and appropriate manner.
6. Assist the Business Manager in duties when necessary. (Should be able to fill in as Business Manager upon the absence of the Business Manager.)
7. Support the Executive Director in his/her duties as he/she considers appropriate and necessary.

JOB DESCRIPTION

NURSE

QUALIFICATIONS:

1. Registered Nurse or Licensed Practical Nurse with a current license to practice in Iowa.
2. A caring for and patience to work with handicapped individuals.
3. An enjoyment and appreciation for the out-of-doors and nature.
4. Experience or background in school, public health, camp nursing, or working with handicapped. (An asset but not a requirement.)
5. Current certificates in First Aid and CPR. (Or agreement to obtain them.)
6. Will attend all in-service training sessions and continuing education units appropriate to camp nursing.
7. Must have or obtain a physical examination prior to employment - renewable every 12 months.

JOB SUMMARY:

Under the general direction of the Camp Director to develop and administer health care program for campers and camp staff.

RESPONSIBLE TO:

Head Nurse and Camp Director (unless physician is in residence)

GENERAL RESPONSIBILITIES:

Planning and implementation of a program of health and safety for the entire camp.

SPECIFIC RESPONSIBILITIES:

1. During pre-camp training discuss health and safety procedures, precautions and routines with staff. Ex. – First Aid, CPR, choking, camper care.
2. Guide the counselors in regard to their responsibilities in noting and reporting illness, injury or unsafe practices and conditions which might contribute to camper or staff accidents. Also in recognizing and reporting unusual camper behaviors which could be symptons of disturbances, such as; poor dietary habits, extremes of food or fluid intake, restless sleep, nail biting, thumb sucking, bedwetting, withdrawal, inappropriate behavior or homesickness.
3. Make a physical check of campers on their arrival at camp for any health concerns. Ex. – bruises, cuts, pressure sores, infections, skin or scalp diseases or rashes.
4. Be responsible for all drugs, medicines or first aid articles brought to camp by the campers, administering all medications and treatments according to prescribed physicians orders and sound nursing knowledge and assessment.
5. Administer first aid after appropriate nursing assessment. Judge when a physician is to be called and assist him/her as necessary.
6. Keep an accurate record of all medications, treatments, injuries, etc. of all campers.
7. Discuss important health items about campers with their individual counselors as needed. Ex. – diet, exercise, treatments and assist counselors with the total care and support of campers.
8. Report and discuss all significant health treatments and concerns with the Camp Director.
9. Inform campers family and/or legal guardian as appropriate about health concerns at camp.
10. Prepare, maintain and instruct counselors in the use of first aid kits for emergency use on hikes, outpost camps and trips away from camp. All first aid treatments performed by counselors must be reported back to the nurse as soon as possible for re-evaluation, further treatment and recording as needed.
11. Be available to camp staff as needed for assistance with personal concerns.
12. Head Nurse to prepare a written yearly "end of the camp season" evaluation to include; equipment inventory, tentative requisitions and recommendations for next camp season and hospital treatments, admissions, and visits to M.D.

JOB DESCRIPTION

FOOD SUPERVISOR

QUALIFICATIONS:

Must be of legal age.
At least two years experience in quantity cooking and food managing.
An understanding of the preparation of various special diets.

RESPONSIBLE TO:

Camp Director

GENERAL AND SPECIFIC RESPONSIBILITIES:

1. Prepare, cook and serve foods according to menus approved by a certified dietician.
2. Must be able to plan and prepare meals for fifty to one hundred people.
3. Work with nurse on planning special diets required.
4. Have meals prepared well and on schedule
5. Order all food with consideration of established budget guidelines.
6. Utilize foodstuffs in the most economical manner.
7. Submit all menus for approval by a certified dietician.
8. Keep accurate records of market order forms.
9. Keep accurate records of all cookout meals for A.C.A. inspection.
10. Be responsible for sanitary control of food preparation in compliance with state board of health and A.C.A. inspection codes.
11. Train and supervise assistant cooks.
12. Keep current file of quantity recipes used to prepare menus.
13. Supervise assembly of foodstuffs for cookout boxes.
14. Be able to assist staff concerning recipes and ideas for cookout meals.
15. Support the Executive Director and Camp Director in their duties as they consider appropriate and necessary.

JOB DESCRIPTION

ASSISTANT COOK

QUALIFICATIONS:

Must be of legal age.
Experience in quantity cooking and food managing preferred.

RESPONSIBLE TO:

Food Supervisor

GENERAL AND SPECIFIC RESPONSIBILITIES:

1. Assist Food Supervisor in meal preparation.
2. Prepare all beverages for meals.
3. Set up salad bar when required.
4. Set out dishes, eating utensils, condiments, etc. in preparation for meals.
5. Assemble items on cart for camper cleanup after meals.
6. Assist in cleanup and sanitation after all meals and as required.
7. Responsible for assembly of foodstuffs for cookout boxes.
8. Have ability to take over food preparation upon absence of Food Supervisor.
9. Support the Food Supervisor in his/her duties as he/she feels appropriate and necessary.

JOB DESCRIPTION

HOUSEKEEPER

QUALIFICATIONS:

Must be of legal age.
Experience in general housekeeping work.
An interest and knowledge in such areas as common household plumbing, electricity, carpentry, mechanics, etc.

RESPONSIBLE TO:

Camp Director

GENERAL RESPONSIBILITIES:

Maintain, sanitize, and better equipment and buildings.

SPECIFIC RESPONSIBILITIES:

1. Make repairs to equipment and buildings as directed.
2. Camp should at all times look clean and sanitary.
3. Make periodic inspections of the entire Camp buildings.
4. Make necessary preparation for washing.
5. Wash clothes, towels, blankets, etc. when necessary. Dry things outside when weather permits.
6. Sweep and scrub floors daily using prescribed disinfectant.
7. Buildings should be presentable to the public at all times.
8. Dusting, mopping, vacuuming, shampooing and waxing should be done periodically.
9. All floors, walls and windows should be kept clean.
10. Lights should be off when individuals are not using a particular area.
11. Maintain and check smoke detectors.
12. Maintain buildings and grounds in a manner in which quality performance is exhibited at all times.
13. Inventory supplies to prevent shortages.
14. Adhere to an energy conservation program for all.

JOB DESCRIPTION

CAMP CARETAKER

QUALIFICATIONS:

Must be of legal age.
Experience in general maintenance work.
Ability to supervise and organize.
Interest, knowledge, and technical skills in such areas as, plumbing, electricity, carpentry, mechanical, etc.

RESPONSIBLE TO:

Camp Director

GENERAL RESPONSIBILITIES:

Maintain equipment, grounds, and buildings of the Camp site.

SPECIFIC RESPONSIBILITIES:

1. Directly responsible for the safety of the Camp, through a well developed and executed program of maintenance.
2. Direct the supervision of the maintenance staff and service groups. Make sure the assignment of work, the completion of work, and the quality of work is well supervised, and acceptable.
3. Make a periodic inspection of the entire Camp site.
4. Make repairs to equipment, and buildings as directed.
5. Report general condition of Camp property.
6. Check the activities of outside repair people when necessary.
7. Train and assign staff and special service groups.
8. Conserve funds, by directing the use of any fuel driven vehicle, and the use of equipment and materials.
9. Maintain buildings and grounds in a manner in which quality performance is exhibited at all times.

JOB DESCRIPTION

HOUSEKEEPER

QUALIFICATIONS:

Must be of legal age.
Experience in general housekeeping work.
An interest and knowledge in such areas as common household plumbing, electricity, carpentry, mechanics, etc.

RESPONSIBLE TO:

Camp Director

GENERAL RESPONSIBILITIES:

Maintain, sanitize, and better equipment and buildings.

SPECIFIC RESPONSIBILITIES:

1. Make repairs to equipment and buildings as directed.
2. Camp should at all times look clean and sanitary.
3. Make periodic inspections of the entire Camp buildings.
4. Make necessary preparation for washing.
5. Wash clothes, towels, blankets, etc. when necessary. Dry things outside when weather permits.
6. Sweep and scrub floors daily using prescribed disinfectant.
7. Buildings should be presentable to the public at all times.
8. Dusting, mopping, vacuuming, shampooing and waxing should be done periodically.
9. All floors, walls and windows should be kept clean.
10. Lights should be off when individuals are not using a particular area.
11. Maintain and check smoke detectors.
12. Maintain buildings and grounds in a manner in which quality performance is exhibited at all times.
13. Inventory supplies to prevent shortages.
14. Adhere to an energy conservation program for all.

JOB DESCRIPTION

CAMP CARETAKER

QUALIFICATIONS:

Must be of legal age.
Experience in general maintenance work.
Ability to supervise and organize.
Interest, knowledge, and technical skills in such areas as, plumbing, electricity, carpentry, mechanical, etc.

RESPONSIBLE TO:

Camp Director

GENERAL RESPONSIBILITIES:

Maintain equipment, grounds, and buildings of the Camp site.

SPECIFIC RESPONSIBILITIES:

1. Directly responsible for the safety of the Camp, through a well developed and executed program of maintenance.
2. Direct the supervision of the maintenance staff and service groups. Make sure the assignment of work, the completion of work, and the quality of work is well supervised, and acceptable.
3. Make a periodic inspection of the entire Camp site.
4. Make repairs to equipment, and buildings as directed.
5. Report general condition of Camp property.
6. Check the activities of outside repair people when necessary.
7. Train and assign staff and special service groups.
8. Conserve funds, by directing the use of any fuel driven vehicle, and the use of equipment and materials.
9. Maintain buildings and grounds in a manner in which quality performance is exhibited at all times.

JOB DESCRIPTION

CARETAKER'S ASSISTANTS

QUALIFICATIONS:

Must be of legal age.
Experience in general maintenance work.
An interest, knowledge, and technical skills in such areas as, plumbing, electricity, carpentry, mechanics, etc.

RESPONSIBLE TO:

Camp Caretaker

GENERAL RESPONSIBILITIES:

Maintain equipment, grounds, and buildings of the Camp site.

SPECIFIC RESPONSIBILITIES:

1. Make repairs to equipment and buildings as directed.
2. During the absence of the Caretaker, cover his/her responsibilities. (Refer to Caretaker's responsibility)
3. Grass should be cut and trimmed on a regular basis.
4. Measures should be taken to prevent bare spots.
5. Cut all tree stumps below the ground.
6. Weeding and watering of flower beds.
7. Thin out and cut trees according to the dictates of the Iowa Conservation Commission.
8. Maintain and improve Camp signs.
9. Snow should be shoveled from all walk ways.
10. Seeding, raking and watering of lawns.
11. Plaster holes and paint.
12. Maintain buildings and grounds in a manner in which quality performance is exhibited at all times.

EMERGENCY PROCEDURES

In case of fire remember campers come first, buildings and belongings are of secondary importance.

The following procedure will be followed:

1. Evacuate all campers from immediate area.
2. Silence is important to discourage panic and convey orders.
3. At least one counselor will remain with the campers.
4. One counselor is to report to the Camp Director as quickly as possible.
5. Camp Director, Assistant Camp Director or Activity Specialist will, if feasible use a fire extinguisher on the fire. If the blaze is too big to easily contain, try to shut doors and windows in order to localize the fire. Use EXTREME CAUTION when using extinguisher or sealing off fire.
6. No one is to re-enter the building in an attempt to gather personal items.
7. The Camp Director will determine if the fire department should be called.

FOREST FIRE PROCEDURE

1. Fires started in the Picture Rock area: staff and campers proceeed to lodge immediately. All will then get into Camp vehicles to be taken into Harry Prull's farm. Fire department will be called.
2. Fires started at campsites or on immediate camp property: all campers and staff will procede to park road and grassy area across the road at Methodist Camp. Fire department is to be called.
3. Camp Director, Assistant Camp Director, Activity Specialists and extra Counselors will attempt to control the fire with fire extinguishers, blankets, shovels and water.
4. Be aware of wind conditions. The pines burn much faster than broad-leaf trees and evacuation will have to be faster. The wind direction will determine the best evacuation route.
5. Unless absolutely necessary, evacuation should go around the pines or along the edges instead of directly through the pine trees.
6. If there is a fire in the Picture Rock area and it is impossible to get back to Camp and into town, go into the river. Assist all campers in walking through the water to the other side of the river.

TORNADO'S

TORNADO WATCH – conditions are right for tornados, no tornado has been sighted.

1. Assistant Camp Director and Activity Specialists will be notified by Camp Director with instructions.
2. Campers and other staff need not be alerted at this time. There is no reason to be in a panic. Camper activities should be carried on.
3. All campouts and cookouts will be recalled.
4. These procedures are needed to insure that everyone can be easily alerted if a tornado alert is sounded.

TORNADO WARNING – a tornado has been sighted and immediate action will be needed to insure camper safety.

1. All campers and staff are to move quickly and quietly to the multi-purpose building. ALL WILL SIT IN HALLWAY BETWEEN RESTROOMS AND POOL, HALLWAY NEAR NURSES OFFICE AND SMALL KITCHEN ROOM.
2. Camper activities such as singing or storytelling will be directed by an Activity Specialist.
3. Camp Director or Assistant Camp Director will open all doors and windows. Door between pool and hallway should be closed.
4. The nurse with first aid supplies will be ready and available.

EMERGENCY PROCEDURES – TORNADO'S – Continued

5. Emergency lights are kept in the middle room of each cabin, in main kitchen above south-east cabinet, at the bottom of stairs in multi-purpose building, near loft of multi-purpose building and nurses office.
6. If staff remains calm, the campers will also remain calm, serious injuries can usually be avoided if everyone remains stable. If staff and campers are caught in a TORNADO ALERT and still at a campsite, follow these procedures;
   a. Move campers to open area near fire pits, lying face down with arms over head.
   b. Wrap blankets and sleeping bags around the campers.
   c. Counselors are to place themselves over campers.
7. If group is at Jacobs – all should go immediately into large cave all the way to the back.

ACCIDENT PROCEDURE

In case of accident or injury the following steps are to be taken.

1. One Counselor will stay with the camper.
2. The other Counselor will go back to Camp to notify the Nurse and Camp Director.
3. As the other Counselor arrives, the remaining campers will be moved away from the injured camper and activities resumed.
4. The Counselor reporting to the Nurse should give her a brief evaluation of the injury.
5. The Nurse, Camp Director, or Assistant Camp Director will go immediately to the accident area to ascertain the extent of the injury.
6. The Nurse, Camp Director, or Assistant Camp Director at the scene will decide whether the rescue squad, police department, or ambulance services will be required.
7. The person on office duty will call the emergency department decided upon by the Nurse, Camp Director or Assistant Camp Director and give the agency the required information.

   TAKE CAMPER APPLICATION INTO THE HOSPITAL!
8. The person in charge of the scene of the accident will call the emergency room of the hospital to explain more fully the extent of the injury or injuries if the action is deemed necessary.
9. The Nurse and Camp Director will determine the circumstances of the injury and the Assistant Camp Director or Activity Specialst will accompany the camper to the hospital.
10. The Nurse and Camp Director will remain at Camp unless the injury calls for the Nurse's attention in route to the hospital.
11. If a camper is in a condition which calls for hospitalization, the Executive Director should be notified.

TRANSPORTATION
IN CASE OF AN EMERGENCY

Camp Courageous of Iowa will use the following person's vehicle for emergencies:

Executive Director
Camp Director
Assistant Camp Director
Activity Specialist
Nurse

The drivers of the vehicle will be Directors, Nurses, and Activitiy Specialists. No one other than these people will drive unless otherwise directed.

It is usually best for the Nurse and Camp Director to stay at Camp while the Assistant Camp Director or Activity Specialist takes camper to emergency room.

Ambulance service as well as camp emergency vehicles, law enforcement vehicles and staff vehicles are available in case of a medical emergency.

POOL EMERGENCY PROCEDURES

1. Contact the Pool Activity Specialist immediately if any person in the pool area is hurt.
2. Pool Activity Specialist will ask one staff member to get the Nurse and then find the Camp Director.
3. Pool Activity Specialist will ask one staff member to take all other campers out of pool area into shower rooms.
4. Always remain calm. Pool Activity Specialist, Nurse, and Camp Director will deal with injured camper and make appropriate decisions.

STAFF POOL POLICIES

1. Pool is to be locked at all times. When in use it will be locked from the inside; otherwise padlocked.
2. Staff may use the pool during off-time if it does not interfere with camper use.
3. NO ONE WILL EVER SWIM ALONE. Staff must have another person in the pool area at all times.
4. Pool will be unlocked by Pool Activity Specialist, Assistant Camp Director, and/or Camp Director.
5. Pool area is to be kept clean, all lights turned off and all **doors locked** upon leaving pool. Solar blanket must be in place after use.
6. Exit door going outside should be locked at all times and used only in an emergency situation.
7. Pool maintainance problems should be reported to the Pool Specialist immediately (irritated eyes, etc.).
8. All pool safety and sanitation rules must be followed.

LOST CAMPER PROCEDURE

1. First search immediate area – cabins, lodge, A-Frames, multipurpose buildings, maintenance buildings, all program areas, guest house and parking lots (look in cars).
2. Notify the Camp Director and Nurse immediately.
3. Activity Specialists and other contacted staff should meet with Camp Director at lodge for search assignments.
4. Counselors remaining with campers should not be notified. All camp activities should continue without interruption. Do not panic and remaining campers will not panic.
5. The name, age, physical appearance, and clothing description will be given by campers Counselor.
6. The following safety precautions will be taken:
   a. All first aid kits will be taken on search.
   b. CB's will be given to staff not in camp vehicles. Priority given to those persons farthest from base camp. Those with CB's will check with Camp Base every 10 minutes to keep communications clear.
   c. All staff involved with search will have a whistle. One long blast means the camper has been found. Three short blasts means help.
   c. While searching be sure to stop, look and listen. Always take the time to look thoroughly, remember to check outhouses.
7. Search assignments will be given as follows:
   a. Two persons will take truck to park to search campgrounds and river shoreline. One will continue to search park area towards cave, then proceed up right hand side of road to camp. The other staff member will proceed up Chicago Trail towards camp.
   b. Another camp vehicle will stop at Methodist Camp to check if anyone has seen the camper. Then proceed down road towards Highway 38, moving slowly with flashing lights on. Looking both directions at Highway 38, vehicle will return on gravel road stopping at nearby houses.
   c. One person will walk towards 38 on left side hand side of the road looking in ditch. Once at 38, staff will turn back toward camp on left side of road checking ditch.
   d. One staff member will walk down right hand side of road to park checking ditch.
   e. One person will proceed down Chicago Trail checking campsites along the way. Also check Albia Cave area.
   f. One person will proceed west to the pine woods campsites, Wilderness, Chickasaw, Crow and Primitive as well as Meadow and return via Rainbow Trail.
   g. One person will go east toward campsites, checking Iroquois, Navajo, and Cherokee along with Treehouse area.
8. The Camp Director and the Nurse will remain close to the phone and short-wave radio.
9. If camper has not been found, a call will be placed by the Camp Director to the Executive Director and the Monticello Police Department.
10. When camper is found:
    a. Immediately check physical condition.
    b. Administer emergency first aid if needed.
    c. Check for shock in all cases.
    d. Take camper to nearest road or campsite
    e. Report to the Camp Director and Nurse immediately
11. Notify the police that the camper has been found.

STAFF POLICIES

Camp Courageous of Iowa, in an attempt to represent both employees and employer in a fair and equitable manner, submits the following policies.

TYPES OF EMPLOYMENT:

A. Seasonal – All Counselors and Activity Specialists are hired for one season, approximately 12 weeks. At the end of each season a new contract may be negotiated.
B. Salaried – The Executive Director, Camp Director, and Assistant Camp Director.
C. Hourly Wages – Business Manager, Secretary, Maintenance Staff, Nurses, and Kitchen Staff.

PAYMENT OF SALARY:

Pay day will be once a month, on or about the 30th. Tax and social security will be deducted.

OTHER RENUMERATIONS FOR RESIDENT STAFF:

Food, lodging, and laundry facilities are furnished. Transportation will be provided from Monticello to Camp at the beginning of the season and departure if needed.

INSURANCE:

While working at Camp Courageous of Iowa, each staff member is covered by Workman's Compensation for accidents incurred on the job. However, staff must be wearing shoes, thongs not included, in order for Workman's Compensation to cover an accident.* All campers are covered by medical insurance for illnesses or accidents while a resident of Camp. Medical bills incurred by staff members while in the act of duty will be handled by the Camp, however any activities which has not been sanctioned by the Camp and which causes injury to the staff member or others, or a reactiviation of a chronic illness, disease, or condition, will be at the expense of the employee involved.

All Camp vehicles are adequately insured. Personal autos of staff members, when used for authorized Camp business must have adequate liability coverage.

TIPS OR GRATUTIES:

The acceptance or encouragement of tips and gifts from campers or parents is not allowed.

PROMOTIONS:

Advancement in position and/or pay is completely dependant upon job performance and qualifications.

DISMISSAL:

Dismissals will be made by Camp Director or Executive Director for reasons of failure to adhere to policies or improper execution of duties. Dismissal will result in termination of Employee Agreement.

CONDITIONS WARRANTING DISMISSAL:

1. Any employee who continually and deliberately fails to do the job he/she was hired to do.
2. Any employee who continually and deliberately acts not in the best interest of Camp, campers and all Camp personnel.
3. Any employee who puts Camp Courageous of Iowa's reputation in jeopardy (safety and welfare of campers, negative publicity, carelessness, etc.).
4. Any employee who deliberately and continually violates the rules and regulations set out by Camp Courageous of Iowa (smoking, illegal drugs, drinking, trespassing, etc.).

All dismissals will be issued in writing, with the reasons, for dismissal clearly stated. The Executive Director and Camp Director reserve the rights, in case of gross misconduct or negligence, to relieve the employee of his/her duties immediately.

* BE SURE TO REPORT ACCIDENT WITHIN 24 HOURS TO INSURE ADEQUATE COVERAGE.

TERMINATION OF AGREEMENT:
The Executive Director and Camp Director reserve the right to cancel a contract on or before the beginning of the program if low enrollment makes it necessary to reduce staff.

Said contract shall continue only as long as employee complies with its terms. If said employee and employer agree that for their own best interests or, for the best interest of the camp, the employment shall be terminated, the employee shall be paid on a pro-rated basis. Either of the parties to the agreement may terminate the same by giving the other a minimum of two weeks notice in writing, payment to be made in accordance with days worked.

In case of early departure or dismissal from camp or should the camp period be shortened by fire, epidemic, accident, etc., the employee's salary will be pro-rated.

RESIGNATION:
Employees must give a minimum of fourteen days notice.

TIME–OFF:
All Counselors and Activity Specialist will have at least forty-eight hours off every two weeks on a rotating schedule.

NIGHTS OUT:
Camp Resident Staff may sign up for one night out each week. This time off begins after campers are settled and in bed. If camp staff does not have cabin duty, they are free to sign out one night each week and indicate where they can be reached in an emergency. No more than one half of the entire staff may be out on any given night.

SICK OR EMERGENCY LEAVE:
Sick or Emergency leave will be determined on an individual basis by the Camp Director and/or Executive Director.

CONDUCT:
Absolutely no alcoholic beverages or non-prescription drugs are permitted on camp property. Any violation shall warrant **immediate** dismissal. Smoking is allowed in designated areas as outlined during orientation week. Staff members are expected to conduct themselves using good judgement while on and off camp property.

MEDICAL EXAMINATION AND HEALTH HISTORY:
All staff members must have a thorough physical examination by a licensed physician prior to employment. This will be renewed yearly.

EVALUATION:
All resident staff will be evaluated by all other staff each season. Written evaluation forms will be available throughout the season.

Mid season oral evaluations will be every sixth week of the season between Camp Director and each staff member.

STAFF USE OF CAMP EQUIPMENT:
The Camp resources (pool, canoes, inner tubes, etc.) are available to the staff for use during time off period, using safety standards set up by Camp Director and only when staff use of such resources will not interfere with the Camp program. All Camp equipment must be checked out with Camp Director beforehand. All expendable items, arts and crafts materials, etc. are not to be used for non-camp projects.

The Camp is not liable for any accident while using Camp property during off time.

GUEST HOUSE:
The guest house will be available for staff use, when it is not used for tours, special groups, or visitors. Any staff member during "off time" can utilize this area after checking Camp Director to be sure no groups have reserved it. The bedroooms are off limits. No one is to use shower facilities in the guest house. Only staff members off duty may sleep in the living room over night. Please do not leave personal items in the guest house. If guest house is not kept clean this privilege will be denied to all staff.

POSSESSIONS, SUPPLIES, EQUIPMENT NOT ALLOWED IN CAMP:
Pets (except for camp zoo or cleared by Camp Director)
Intoxicating beverages
Non-Prescription Drugs
Guns and/or Rifles

VISITORS:
It is best to arrange for family and friends to visit Camp while staff is "off" duty. However, many evening programs (dances, talent shows, casino night, carnivals, etc.) are conducive to having outside visitors. If a visitor is to arrive during the day he/she is expected to contribute and assist the staff member. Staff must inform Camp Director about any visitors prior to their arrival. Meals and overnight lodging must be cleared through the Camp Director at least one week in advance if possible.

PERSONAL CARS:
Parking area is provided on Camp grounds behind multi-purpose building.

PROPERTY:
All staff is responsible for the care and usage of program equipment (i.e. games, radio, record player, T.V., gym equipment, canoes, etc.); other physical properties (i.e. buildings, facilities, wheelchairs, specialized equipment); and staff living quarters. (Turn off lights, water and heat when not in use.)

Report all needed repairs to Camp Director or Assistant Camp Director in writing. Do not go directly to caretaker.

TELEPHONE:
All staff calls are to go out and come in on the pay phone in kitchen area. Staff may use this phone during rest hour, and after campers are in bed or when on scheduled off-time. OFFICE PHONES ARE NOT TO BE USED FOR ANY PERSONAL CALLS!!!

SMOKING:
Smoking will be allowed outside the lodge and cabins, in the fire rings of the campsites and in staff quarters during free time. There is to be no smoking by anyone during program periods. Smoking will **NOT** be permitted in cabin sleeping areas, toilet areas, on trails, in camp vehicles, or during program periods. Staff and campers may smoke prior and after each meal.

MAIL:
Mail goes out at 4:00 p.m. each day. Stamps may be purchased at the office. Incoming mail is distributed to staff and campers each moring.

LAUNDRY:
Staff laundry may be done after campers are in bed and during time off. Staff may use white washing machine. Camp laundry is done during the day, therefore camper clothes that must be cleaned (when camper has not brought sufficient amount of clothes) may be done at this time. Please remove all solid excretion from camper clothes before washing. Rinse all sand from clothes and shoes before using machines.

CREDIT:
It is imparative that Camp Courageous of Iowa staff maintain the excellent credit standing the Camp has earned in Monticello. Therefore it is expected that staff will pay bills promptly. If bills are not paid and this poses a problem for our office, amount of bill will be deducted from pay check.

CAMPER'S PROPERTY:
Camp staff is responsible for camper's property. All items brought to Camp must be checked off the clothes list and then returned to suitcase prior to camper departure. Any items lost or misplaced will be recovered or replaced by Counselor responsible for camper involved.

OFFICES:
Offices are open between 8:00 a.m. and 4:00 p.m. to buy stamps and mail letters. Otherwise offices are kept locked and off limits.

MEDICATION:
All staff medication must be kept under lock and key. Medication may be kept in locked boxes provided by Camp in designated sleeping areas or bring the medicine to the Nurses who will distribute it with camper meds (especially with short term meds taken for infections, colds, etc. such as 4 times/day for 10 days) For safety and liability reasons, meds **MUST** be kept locked up to ensure that no camper can get to them.

ILLNESS:
If a staff member does not feel well enough to work, he or she will see the Nurse who will evaluate whether or not the staff member will be excused from duty. The Nurse will also decide after consultation with the Camp Director, if that person should be seen by a physician.

Adequate rest and diet are essential for Counselors to perform at their level best. Skipping meals and/or rest periods should be avoided whenever possible and getting to bed before midnight will help prevent the "Pooped Counselor Syndrome."

SERVING:

1. Food is served family style.
2. Staff eats what campers eat and nothing different except under special conditions.
3. Milk is not to be taken from milk machine by anyone but kitchen staff.
4. Extra food in serving dishes is put back on counter after meals.
5. Dirty dishes, cups, silverware and food scraps are placed on cart provided in dining hall.
6. Check other tables for extra food before asking at serving window.
7. Wash tables after each meal and before if needed.
8. Use water for drinks between meals, not milk, juice or kool-ade.
9. No extra treats between meals except for special diets or special occasions.
10. In general mealtimes are:
    Breakfast – 8:30 A.M.
    Lunch – 12:00 Noon
    Supper – 5:30 P.M.

MICROWAVE OVEN

11. Place absolutely no metal in the microwave.
12. Keep it clean.

USE OF KITCHEN REFRIGERATOR

13. Everything in refrigerator is covered and labeled with contents name and date.
14. Do not place food in tin cans in refrigerator.
15. Be sure all containers are clean.
16. Place cookout foods on right side, condiments and beverages on left side.

COOKOUTS

17. Fill out cookout sheets completely. Specify quantites. Do not use a red pen or pencil.
18. Order only what you need and use what you order. Use cookout portions list for reference.
19. Foil and chocolate are expensive; try to conserve.
20. These foods are not sent on cookouts: graham cracker crumbs, pineapple, raisins, lettuce, green peppers and tuna except by special request to Food Supervisor.
21. Put extra food away, clean and marked, as quickly as possible after returning from cookout.
22. Cookout boxes will be placed in cooler. Counselors must pack dishes, cooking utensils and other supplies needed.
23. Overnight cookout foods will be in an ice chest. Check for ice jug in chest before leaving.
24. Briefly check through cookout food packed to make sure everything is included before leaving. Check with Kitchen Staff about any problems.
25. Cookout dishes and utensils must be sanitized with Mikroklene which is kept locked in maintenance shed cupboard. Key hangs above Caretakers workbench.
26. Dishes, pans, etc. from cookouts are cleaned in outside sink.
27. Dirty cleaning rags and bibs go in laundry pail in store room.
28. Silverware must be brought in kitchen after being washed to be run through sanitizer.

MISCELLANEOUS

29. Do not use blender, rolling pin and cooking utensils for crafts and such.
30. Do not use the mixer except with special permission. It must be left clean.
31. Campers must stay out of kitchen.
32. Only staff uses ice machine.
33. Freezer and cooler are off limits for anything other than picking up cookout boxes.
34. Keep personal food items in refrigerator in multi purpose building.
35. No one is allowed in kitchen at meal time.
36. All matches stay in kitchen and are put in containers.
37. Keep kitchen **CLEAN!**
38. If staff has any problems, complaints or suggestions regarding food service feel free to talk to Kitchen Staff about this.

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CABIN PROCEDURES

1. Study fire drill chart posted next to fire extinguisher and know where to exit.
2. Know location of and how to operate fire extinguishers and emergency lights.
3. Keep beds and dressers away from the heaters. It is a fire hazard and reduces heating effectiveness.
4. Turn heater thermostat down (not off) when leaving the cabin in the morning to be out for the day.
5. Turn thermostat "off" when all campers are gone at the end of a week.
6. Turn lights off when leaving cabin.
7. Keep safety plugs in unused sockets.
8. Keep end exit doors in cabin side rooms locked.
9. Keep middle storage room door locked.
10. Keep aisles clear.
11. Keep campers personal articles in dresser drawers or under bed.
12. Keep non-slip bathmats in showers when showers are in use.
13. Open bathroom window and turn on exhaust fan after showers are used.
14. Keep a night light on in the middle room and the bathroom at night.
15. Know where cleaning supplies are kept and restock as needed or report needs to housekeeper.

CABIN CLEANLINESS

Jobs to be done daily by campers every morning.

1. Scour sinks.
2. Mop bathroom floor.
3. Clean stools.
4. Replace paper towels, cups, soap and toilet paper as needed.
5. Clean mirrors.
6. Put soiled towels and sheets in laundry hamper.
7. Make beds and arrange personal belongings neatly in drawers or under beds.
8. Vacuum carpet.
9. Tie up full trash bags and place near laundry basket. Replace trash container plastic bag liner.

Counselors are responsible for making sure wet mattresses are stripped and set out to dry **behind** the cabin **on the mattress rack**. Avoid putting mattresses on the ground as they absorb moisture and become soiled. Also, be sure to take mattresses in as soon as they are dry and re-sheet them. All mattresses must have a clean white vinyl/cloth mattress cover on them under the sheets.

END–OF–THE–WEEK CABIN CLEAN UP

1. Do all jobs listed as "camper jobs" above.
2. Wash bathroom walls with germicide antiseptic spray cleaner.
3. Check all drawers and under beds for lost articles. Take labels off drawers.
4. Turn off heat.
5. Open windows and air out cabins (when weather permits).
6. Replace all beds, frames, and dressers in original positions.
7. Spray mattresses.

The mentally handicapped are children and adults who are limited in their ability to think abstractly and in their ability to learn. They are generally socially immature and are sometimes further handicapped by emotional and physical disabilities.

The American Association on Mental Deficiency describes the mentally handicapped as "significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period." It has been estimated that three percent of the population of the United States—or more than six million individuals are believed to be mentally handicapped. This condition causes more disability among children than any other physical or mental abnormality.

The vast majority of people that are mentally handicapped, about 89%, can be educated to lead a relatively independant life. They are termed mildly or educably mentally handicapped. Nearly 3.3 million adults were once termed mildly mentally handicapped. Although they are still handicapped many have been helped to achieve a satisfactory degree of "adaptive behavior" and to attain a degree of economic and social independance so that they will no longer be "spotted" as mentally handicapped. Many of these adults remain potentially vulnerable to adverse social or economic pressures.

Although slow in development, moderately or trainable mentally handicapped persons are able to learn to care for themselves. They can become proficient in daily living tasks such as dressing, toileting, feeding and personal hygiene. Usually as adults they will need to work and live in a sheltered environment. Only 6% of all mentally handicapped persons are moderately mentally handicapped.

The severely and profoundly mentally handicapped are the most limited in their ability to learn. Some have a physical handicap as well as being mentally handicapped. They usually require more physical care than the majority of mentally handicapped people. Mary may be total care individuals needing to be fed, clothed, and/or diapered. Persons with this degree of handicap make up only 5% of the mentally handicapped population.

CAUSES OF MENTAL HANDICAPS

Mental handicaps can be caused by any condition that hinders or interferes with development before birth, during birth or in early childhood years. Among specific identified causes are:

GENETIC CAUSES:

Downs Syndrome or mongoloidism is a condition resulting from a chromosomal disorder. It is the most common of all chromosomal disorders. Usually this condition is diagnosed at birth. The normal genetic distribution is 26 pairs of chromosomes in each gene. In Trisomy 21, or Downs Syndrome the individual has an extra chromosome on the 21st pair which makes 3 as opposed to the typical 2.

A number of distinctive physical features are often found among individuals with Downs Syndrome, but very few of these persons have all of these characteristics. In addition to slanting eyes, the skin of the eyelids tend to be abnormally thick, and the tongue, which seems too large for the mouth, may show deep fissures. Many have short stubby fingers. Downs Syndrome individuals are particularly susceptible to circulatory, gastrointestinal and respiratory disorders.

These individuals are usually in the moderate to educable range of mental handicaps. Despite their limitations, they are usually able to learn self help skills, acceptable social behavior, and routine manual skills. The social adjustment of Downs Syndrome persons is often helped by their tendency to be affectionate and relatively docile, although these traits are by no means universal.

Phynlketonuria (PKU) is an inherited metabolic disease resulting from the lack of a necessary enzyme for changing the amino acid phenylalanine into a useable form. This accumulates in the blood and if untreated causes mental handicaps, muscle tremors and poor coordination, excessive perspiration and possible convulsions. It is detected by urine or blood tests in the first weeks of life and is controlled by a diet restricting the intake of the amino acid found in most proteins.

Galactosemia is a condition arising from an inherited recessive trait where galactose (milk sugar)

is not properly converted to glucose from lack of the necessary enzyme. If untreated by removal of milk and its products from the diet the accumulation of galactose causes feeding problems, vomiting, diarrhea, abdominal distention and an early growth failure with mental handicaps.

Turners Syndrome is caused by a sex chromosome anomaly affecting only female infants. Symptoms include webbing of the neck, increased carrying angle of forearm and sexual infantilism. Mental handicaps are present.

Kinefelters Syndrome is caused by a sex chromosome anomaly affecting only male infants. Major symptom is small testes after puberty. Mental handicaps present.

PRENATAL CAUSES – (Before Birth)

Rubella – A mother contracting German measles or the virus during the first three months of pregnancy may result in congenital defects including mental handicaps, cateracts, deafness, heart disease, and microcephally.

RH Factor – This is a factor present in the blood of 87% of humans (RH positive) and absent in the other 13% (RH negative). These two states are not compatable. If an RH negative mother receives RH positive blood during the course of a pregnancy or delivery in which the infant had the RH factor in its blood (RH positive from the father), the mother's body produces antibodies to fight against this foreign substance (RH positive factor). If it occurs during the pregnancy the antibodies cross the placenta to the infant and destroy the RH positive red blood cells. If it occurs during delivery and the mother does not receive medication to prevent the formation of the antibody in her blood the next RH positive fetus she conceives will be affected. There are different degrees of severity. Cyanosis, jaundice and anemia may be present at birth and a blood transfusion is the only step required. Other cases may cause injury to the liver, spleen, kidneys, and bone marrow resulting in an excess of bilirubin pigment in the blood (jaundice) which may be deposited in the brain. Here mental handicaps, convulsions or death may occur.

Syphillis – A mother may transmit syphillis to her child during pregnancy or delivery. Syphillis can destroy almost any organ in the body. Mental handicaps may result.

PERINATAL CAUSES

These conditions affect the child from a short time before birth to a brief period after birth (two months before and one month after.) Such conditions are birth injury, asphyxia, prematurity or jaundice. Diagnosis of brain damage or mental handicaps later in life, can be traced back to birth injury, such as difficult labor, forceps delivery or breech presentation. Asphyxia is lack of oxygen to the brain during birth.

Jaundice (or hyperbilirubinemia) is an abnormally high accumulation of bilirubin in a newborn caused by the destruction of large numbers of red blood cells. This causes the yellowish skin color and if untreated this bilirubin may be deposited in the brain and cause brain damage.

POSTNATAL CAUSES

These conditions occur during infancy and early childhood:

Encephalitis – An inflamation of the brain and its coverings caused by a virus transmitted by mosquito or tick bites, lead poisoning or as a complication of another disease. It causes persistent drowsiness, delirium and occasional coma.

Meningitis – Inflammation of the membranes (meninges) covering the brain and spinal cord. There are different varieties, some very contagious. Symptoms are severe headache, vomiting, de-

lerious state or convulsions and neck rigidity caused by the pain of movement. Treatment is with antibiotics. Loss of sight, hearing, paralysis and mental handicaps may be complications.

Lead Poisoning – Caused from too large a consumption of lead through respiration or ingestion. It is deposited in bones and soft tissues such as the brain, causing stomach problems, blood abnormalities, and nervous system involvement in which effects after mental handicaps are permanent and progressive.

Malnutrition – Poor diet during the developmental years may cause mental handicaps.

Cultural Factors – The environment in which an individual is raised may affect intelligence.

MISCONCEPTIONS

Mentally handicapped people are not mentally ill. Mental illness is not the same as mental handicaps. They are separate and distinct conditions. Mental illness is often temporary and may strike at any time during the life of an individual. Mental illness can be treated and often cured. A mental handicap is a permanent condition.

TIPS ON WORKING WITH THE MENTALLY HANDICAPPED

1. Mentally handicapped people have "failed" much in their lives. It is imperative that the camping experience is a successful one. Praise the camper. When a camper tries an activity it is important that he/she receives much encouragement. Be sincere and genuine in giving positive re-enforcement.
2. Demonstrate. It is always more effective to be concrete in any communication. Show campers an activity as opposed to talking about it. Have campers touch the equipment or materials while explaining an activity.
3. Repetition is important. Without being condescending, it is helpful to repeat instructions, mention the daily routine frequently, and remind campers about their responsibilities.
4. Once a routine is learned, it is easier for campers to remember a task. Therefore a consistent sequence is helpful. For example, in the morning a camper may be used to waking, toileting, dressing and then brushing teeth.
5. Promote independence. It is important that the camper actually do for him/herself whenever possible.
6. Prompt camper when needed. Some campers may need a simple verbal reminder of a task. Talking a camper through an activity may help a camper succeed on his/her own.
7. Simple word choice is best. Be sure the sentences used are understandable to the camper. Choose words that simply and accurately describe the situation.
8. One thing at a time. It is important to refrain from giving the mentally handicapped camper too much information at one time. It is helpful to break a task into smaller components. For example, "It's time to take a shower," may need more specific instruction. "First take off your shoes," and each progression of the task may be needed to communicate clearly to the camper.
9. Expect the best from the campers. Actual performance is definitely related to other's expectations. Maintain reasonable expectations for each individual camper trying to avoid the frustration of an activity geared "too high" and the boredom of an activity geared "too low".
10. Many educable mentally handicapped people know they are slower intellectually. If they wish, be prepared to discuss openly and honestly their handicap. Always emphasize what a camper CAN do and end any conversation on a positive note.

TIPS SPECIFICALLY FOR THE TRAINABLE MENTALLY HANDICAPPED

1. Be patient! Much repetition is necessary and it may take quite a long time for a skill to be mastered.
2. Try and be creative. Explain a task as many different ways as possible if it appears to be a difficult one for the camper to understand. A light hearted approach relaxes the camper and then learning can be fun.
3. If needed, actually take the camper physically through the motions of an activity. The hand over hand technique (counselor's hand on top of camper's hand) can accurately demonstrate an activity.
4. Some TMH campers need models for appropriate social interaction. Overly affectionate campers (constantly wanting to hug and kiss) need to be reminded to limit physical expressions of affection.
5. Some TMH campers have trouble attending to an activity. A verbal invitation back into the activity may work. Otherwise, more personal attention may be needed to get a camper involved in an activity.

SEVERELY AND PROFOUNDLY MENTALLY HANDICAPPED

Expectations change with the severely and profoundly mentally handicapped camper. It is important to realize that much more is experienced by the camper than appears evident. Much of the programming is sensory based with an emphasis on simply feeling a new or different sensation. For example, perhaps a camper will be able to distinguish grass from carpet after spending an hour with shoes off touching, rolling and smelling the grass.

Again realistic expectations are important. The change in head position, when a camper's eye catches the sunlight as a cloud passes by, or the wrinkled nose after the camper smells the pepper on the table are just two examples of countless experiences that are very much a part of camp. Staff must learn to see these moments; enjoy and share them. This type of accomplishment is as exciting as the accomplishment of a camper who makes it to the top in rock climbing. It is our responsibility to develop the fine tuned senses that discerns a happy expression from an uncomfortable one; a pleased sound from an irritated sound. There is a great deal of communication involving touching with the severly and profoundly mentally handicapped camper. Each camper is an individual with his/her own set of signs and signals that can communicate to the staff. At times the most challenging group to work with, these campers can also be the most rewarding campers.

For specific camper care guidelines see the section "Caring for Campers with Special Needs".

1. **CONVULSIVE DISORDERS** (Epilepsy)

This term encompasses varieties of episodic disturbances of brain function resulting in spontaneous, involuntary, purposeless muscular contractions. They are not a disease in themselves, but a symtom of an underlying disorder. They are classified as nonrecurrent (also known as acute, essential) or recurrent (also known as chronic, genetic).

Causes of nonrecurrent seiszures are: 1) high body fevers from infections, or high environmental temperatures, 2) intracranial infections like meningitis or encephalities, 3) bleeding into the brain and skull from trauma, blood diseases or vascular diseases, 4) blood poisoning from drugs, lead, or disease states, 5) inadequate oxygen supply to the brain, 6) swelling of the brain from hydrocephalis or brain tumor, and 7) metabolic causes – chemical imbalances in the body such as low calcium or sugar. Treatment for nonrecurrent convulsive disorders is to medically treat the underlying cause such as reducing fever, surgery, or medications.

Recurrent convulsions are referring to those associated with epilepsy. Epilepsy may be acquired – (the result of sensory stimulation or the nonrecurrent seizures becoming recurrent), or idiopathic – (origin unknown). Idiopathic epilpsy is the largest majority. Epilepsy is defined as a convulsive disorder marked by sudden and periodic lapses of consciousness which may or may not be associated with muscular spasms, sensory phenomena, or adnormal behavior. The cause is thought to be excessive electrical discharges in the nerve cells of one portion of the brain. This is diagnosed through the use of brain tests, the most conclusive being an electroencephalogram.

Epilepsy is not contagious. It is seen in 1 out 100 individuals, and more commonly in male children. It is not thought to be hereditary, but a familial predisposition to a low convulsive threshold is found. There are several different classifications of seizures.

PETIT MAL – This refers to transient loss or impairment of consciousness lasting only 5 - 30 seconds. It may be experienced as a dazed sensation with possible muscular weakness causing twitching of eyes or hands, individuals resume their normal activity as if no interruption took place. These may occur several times per day.

GRAND MAL – These are often preceded by an "aura" – a feeling or sensation of an impending attack right before a seizure. They begin with a cry and the individual falling helplessly to the ground followed by a tonic stage where the body is rigid all over, jaws clenched, and possibly no breathing for 10 - 15 seconds. Then the clonic stage begins with increasing muscular twitching or thrashing developing. Urine and feces may be passed involuntarily and the tongue chewed. After 1 - 2 minutes the body relaxes to a deep sleep with heavy breathing. After a few hours the individual awakens, but may experience headache, confusion or nausea.

FOCAL – This is most commonly seen in the post-traumatic epilepsy and has motor or sensory phenomena. The symptons are localized on one side of the body or an extremity, exhibiting twitching, spastic movements, after which the muscles are very weak. These come and go quickly and may be expressed as a feeling of numbness or tingling. Hallucinations of odor, sound, taste or sight may also be present.

JACKSONIAN – These symptoms are similar in nature to the muscular twitching of focal seizures, but exhibit a central progressive "march" to other muscle groups. They may begin and be limited to one extremity with consciousness being retained or they may be generalized and develop into a a grand mal seizure.

PSYCHOMOTOR – Here there are often periods of dazed amnesia in which individuals may sit quietly, mutter or perform some repetitive, meaningless movement or action, such as chewing or hand clapping. There may be muscular rigidity or contortions of the trunk muscles. Individuals may also become violent during this type of a seizure. There is total unawareness of any unusual occurance by the individual.

AUTONOMIC – These result from involuntary body actions and result in extreme flushing or pallor of the skin, sweating, fast pulse, gagging, fever, increased gastrointestinal activity or unexplained emotion. It is very uncommon.

INFANTILE MYOCLONIC – These occur before 2 years of age and are seen as mass muscular spasm causing droping of the head and arm flexion. They may recur several hundred times a day and possibly develop into grand mal seizures. Mental handicaps usually accompanies this disorder.

STATUS EPILEPTICUS – This is a rapid succession of grand or petit mal seizures. If grand mal, there are only short pauses between seizures and no return to consciousness, causing a serious state which must be medically treated. Petit mal variety would mostly be mental confusion of several hours duration.

Treatment for recurrent epilepsy includes anticonvulsant medication taken on a regular basis to control the seizures. This is not a cure. There are many ways families and counselors can help to decrease the probability of seizures. Regularity in their lives is very important ie. – in diet, amount of fluids ingested, exercise, rest, and timing of activities. Activity tends to decrease, not increase the possibility of a seizure. Encourage the individual to know about their epilepsy, how it affects them and the ways they can adapt to their disease. Possibly they can determine certain factors which precipitate their seizure, such as emotional stress, fatigue, or onset of menstruation. Helping adolescents and adults to achieve independence and control over their own lives is important. Talk with them about their concerns, like dating, marriage, or jobs. If an individual has normal health and intellignece, epilepsy should not cause any alteration of this.

It is also important to know how you as an individual feel toward an epileptic so you can help to decrease the stigma and emotional trauma they can receive from others.

CARE DURING AN EPILEPTIC SEIZURE

1. Keep calm. Stay with the individual, ease them to the floor and loosen any constrictive clothing.
2. Remove objects which might cause injury to the person such as hard, sharp or hot objects.
3. Allow the individuals movements to progress without interference. Do **Not** try to restrain him. Talking to them calmly is reassuring.
4. Place something soft between the sides of the teeth (handkerchief) if the mouth is open. Do **NOT** force anything between the teeth.
5. Turn the head to the side for release of saliva. Cradle the head on your lap or place something soft under it.
6. When the person regains consciousness let him rest if he wishes. Reorient him to place, time, and occurance when fully awake.
7. If the seizure lasts beyond a few minutes or passes from one to another without regaining consciousness, it is important to get help (notify the Camp Nurse or Camp Director or a doctor if in another setting). This is probably a status epilepticus seizure and must be treated immediately.
8. Carefully observe the seizure. Look for time and place of occurance, curation, possible contributing factors, parts of the body and types of movements and behavior involved, presence of respirations, any injury or incontinence of bowel or urine, any weakness or fatigue after the attack. Report the seizure and all observations to the Camp Nurse immediately.

Following are some of the more frequent disorders seen at Camp Courageous of Iowa. Each explanation includes the general health concerns. For more specific care see the category "Caring for Campers with Special Needs – Physically Disabled/Severly Mentally Handicapped".

CEREBRAL PALSY

Cerebral Palsy is the leading cause of crippling to children in the United States. It is an inclusive term used to describe a group of disorders resulting from malfunction of one or more parts of the brain, caused by damage or malformation. This generally refers to nonprogressive brain damage occurring before birth, at birth, or prior to age two. The person afflicted is left with deficits in motor control, strength, coordination, balance, speech, hearing or perception. They usually retain the skills they acquired before the damage occurred. An individual with C.P. may be slow or handicapped in normal developmental tasks such as the progression of rolling over, sitting, crawling and walking. The amount and degree of disability varies from a slight walking problem to being confined to a wheelchair. This depends on which parts of the brain are affected, the extent of damage and the age at which brain damage occurred. Intelligence does NOT have to be affected, although it may be.

Common causes of cerebral palsy are:

1. Prenatal (before birth) – Insufficient oxygen to the fetus, maternal bleeding, blood incompatabilities (RH or ABO), X-ray radiation, rubella infection to the mother.
2. At birth – Insufficient oxygen to the fetus possibly caused by drugs or anesthetics given to the mother, or a long labor, or injury to the brain during the birth process.
3. Postnatal (after birth) – Excessive jaundice or cyanosis from blood group incompatabilities (RH or ABO), trauma which causes bruising or bleeding to the brain, meningitis or encephalitis, insufficient oxygen to the brain, lead poisoning, or premature birth. The most common causes of C.P. after the first two years of age are accidents such as car mishaps or sport injuries.

There are four general types of Cerebral Palsy. Most individuals are of a "mixed nature".

SPASTIC – This is the largest group and is characterized by certain muscles which show a "stretch reflex". That is, when the muscles are moved, they contract and prevent the intended movement, which then causes stiffness in the muscles. Emotional stressors and external stimuli cause the individual to stiffen whenever voluntary motion is attempted, making relaxation difficult. Fixed postures such as a stiff neck position, clenched fists, flexed arms, forearms pressed against the chest and legs in a scissor like position or "knock-knees" are common.

ATHETOID – This is the second largest group characterized by muscles which make involuntary purposeless movements. The individual lacks the ability to direct his/her lips, tongue, extremities or trunk in the desired direction. These involuntary movements may be rotary, tremor-like, or shuddering with poor muscle tone, little or much tension. They begin upon initiation of a voluntary act and cause distortion of it. Athetosis is generally constant (it ceases during sleep), but varies according to the degree and selection of muscles affected.

ATAPIA – Here the individual is unable to control his direction and balance. They may stagger when walking, but if not attempting a purposeful action, it is difficult to tell of any abnormalities.

RIGID – These individuals are characterized by constant resistance to movement. The spastic muscles will "give" and relax somewhat when moved, but rigidity means the muscles are generally very tight, stiff, and slow moving.

Many campers who are severly impaired will have to be fed, dressed, toileted and bathed. Others may only lack the coordination to cut meat, tie shoes or button shirts. Many will be able, need and want to do as many things for themselves as possible through the use of crutches, braces, wheelchairs, or other self-help devices.

Along with the physical aspect, there are psychological problems that must be solved if the cerebral palsied is to adjust to his/her condition. Often the parents, more than anyone else, can

provide the empathetic understanding essential for helping the individual with C.P. We must all realize that in spite of their condition the person with C.P. is sensitive, has the same desires and ambitions, and above all craves the same affection as a non-handicapped individual. Remember, the person's efforts may be slow, awkward, labored, and even painful, but real physical improvement will only come as a result of making every effort to work within one's capabilities.

The older person with C.P. is very aware of his/her "differences". This can lead to much concern about being accepted by his/her family and community. He/she may think of him/herself as a marginal person physically, emotionally or socially - He/she may feel very strongly that many of the opportunities in daily living are being denied him/her because of his/her condition. This often causes feelings of anger, fear and resentment.

Although the process may be long and filled with discouragement, the job of those working with the handicapped is to equip them with the ability to live within their capabilities, receiving a minimum of help from others.

HYDROCEPHALIC

This is a condition where normal circulation of spinal fluid is impeded, resulting in increased pressure in the brain and progressive enlargement of the head. It may be caused by improper development of the brain or spinal cord, but may also be the result of infections to their lining, or trauma to the brain. There are 2 types - noncommunicating, where excess fluid is located in the ventricles (cavities) of the brain, and communicating, where proper flow of the fluid is present but the normal balance between the rate of production and reabsorption of fluid is altered.

Signs of enlarged head circumference are usually seen at birth and progressive excess accumulation of fluid causes the bones of the skull to separate. Unless treatment is initiated the child's head may become too large for them to hold upright, pressure sores, infections, and resultant malnutrition will contribute to the child's death.

Present treatment includes surgery to 1) destroy excess production of spinal fluid 2) shunt the excess fluid from the ventricular system of the brain to other veins, the abdominal cavity, or the ureters where it will be excreted by the body, and 3) to remove portions of the skull that prevent proper circulation of spinal fluid.

Counselors at camp will need to be aware of skin care, proper support for the head if needed, safety precautions to prevent injury to the head or shunt site (usually located posterior to the ear), and proper nutrition and rest. They will also need to be aware of feelings the child may experience due to possible ridicule from other individuals.

SCOLIOSIS

Scoliosis is the lateral curvature of the vertebral column of the spine. It is commonly detected around the age of 10-12, but may be seen in infancy. It occurs in about 5% of the population, and is 10 times more common in females than males. The first visible sign may be uneveness of the hips and/or shoulders. In general, the earlier the curvature begins the more severe it becomes. When the child has reached full growth the malformation tends to progress no further.

Scoliosis is of 2 types, functional and structural. Functional scoliosis is able to be corrected as no permanent changes in the bones or soft tissue have occured. This condition assumes significance only if it is permitted to exist sufficiently long enough to produce structural changes and subsequent uncorrectable deformity. The exact cause of functional scoliosis has not been determined. However it is practically always associated with weak muscles, general physical inactivity, or habitual faulty posture. The rapid growth of children and subsequent fatigue makes them particularly vulnerable. It is often found with other evidences of muscle weakness, such as rounded shoulders, protruding abdomen, and relaxed painful feet. A slight difference in leg lengths may lead to spinal curvature.

Structural or fixed scoliosis is characterized by definite abnormalities to the vertebral column.

The basic principles of treatment are:

1. To prevent increase in the spinal curvature.
2. To overcome the rigidity of the spine by means of mobilizing exercises.
3. To secure as much correction of the deformity as possible.
4. To develop sufficient muscle strength to maintain the correction.
5. To supply artificial support to the spine when muscle strength is inadequate to maintain the curvature.
6. To prevent over-fatigue and other influences which may lead to an increase in the curvature.

Exercises, corrective plaster jackets or braces, shoe lifts, operative porcedures, or a combination of these may be used to obtain maximum therapeutic results.

These children must be encouraged, and if need be, assisted by others, to participate in all activities and adhere to their routine for wearing their brace and doing their exercises. It will be important for the counselor to monitor skin condition and to be aware of possible embarrassment or feelings of inferiority on the part of the camper who has scoliosis.

SPINA BIFADA

Spina Bifada is a congenital malformation of the spine in which the posterior portion of the vertebrae fails to develop or close, resulting in a possibility of the spinal cord and/or meningies (coverings) protruding through the malformation and forming a tumor on the surface usually in the lower back. It occurs during the 4th to 6th weeks of fetal development.

There are three categories:

1. Spina Bifada Occulta - This is a minor defect to the vertebrae with no abnormality of the spinal cord or meninges. There might be a dimple or tuft of hair over the area of the malformed vertebrae and slight motor weakness, bowel or bladder control.
2. Meningocele - Here the cord meninges protrude through the opening into the vertebrae forming a cyst covered with skin and filled with cerebrospinal fluid. Surgical correction is necessary to prevent rupture and infection (meningitis). There is seldom any muscle weakness to the legs, nor lack of bowel or bladder control. Hydrocephalis may be a complication after surgery is completed.
3. Meningomyelocele - Both the spinal cord and the meninges protrude through the vertebrae to the surface with a portion of the spinal cord embedded in the wall of the cyst formed. Urinary and fecal incontinence and leg paralysis are likely. The amount and degree of involvement will depend upon the location of the abnormality on the spine. Hydrocephalis is usually present and meningitis infection is a threat. Surgical correction arrests the condition but other complications, especially of the urinary system, are continually present.

Death can occur early or late in life. Family life should be as normal as possible. Parents need to treat them as any other member. Self-help devices such as crutches or wheelchairs may be necessary. Skin care, prevention of infections, maintenance of urinary and bowel programs, diet, exercise, and rest are all important. Promotion of interests and feelings of accomplishment along with love and discipline are paramount.

SPINAL CORD INJURIES

Persons who have had injury to the spinal cord often have paralysis of varying degrees. The paralysis may be two types. The muscles are either flaccid (toneless) or spastic (a state of contraction), depending on the elements of the nervous system damaged.

The degree of the paralysis is determined by the site and extent of the injury to the spinal cord. If only certain nerve pathways are involved, as may occur in a partial separation, some muscles may be spared altogether, while others may only be weakened. The higher the injury, the more serious the involvement. An injury to the neck region usually paralyzes all four limbs and the respiratory

efforts. This is extremely serious, possibly resulting in death. In other cases where the injury is lower, the individual survives, but is restricted in his/her activity. The paralysis incapacitates the areas of the body controlled by nerves at and below the level of the injury, the remainder of the body remains relatively untouched. Paralysis of the lower trunk and legs also is accompanied by incontinence (loss of control) of bladder and bowel, and a loss of skin sensation to these areas.
Precautions and care of the skin, bladder, and bowel are very important for the patient with a spinal cord injury. Self-help equipment, exercises for both the paralyzed and uneffected muscles, and promotion of activities and self-respect are essential.

AMPUTEES

Amputation is the removal of a limb or body appendage. It may be a result of cancer, infection, gangrene, trauma, or secondary to poor circulation often resulting from diabetes mellitus. Limbs can be missing due to congenital causes also.

Many amputees adjust quickly to their loss, while others have varying degrees of emotional difficulties. Circumstances which may affect an individual's adjustment include; what the loss of the limb or appendage meant to the person, how other individuals treat the amputee, if the amputee can accept their loss and overcome feelings of self-pity, or does the amputee try to deny the injury and achieve a non-injured status. Most individuals will be able to adjust to the change and difficulties created, given adequate time, support and encouragement.

When individuals have a prosthesis (artificial limb) either of the arm, hand or leg, more rubbing or pressure may be created on the stump from camp activities. It is very important therefore that the prosthesis fit properly and the stump be examined every day for skin irritation. The camper, parents or nurse will be able to assist the counselor in application and removal of the prosthesis, proper examination and care of the stump.

ARTHRITIS

This refers to inflamation of one or more body joints, encompassing more than 100 different joint diseases. The specific cause is not known, but a disorder in the body's immune system or side-effects from diseases such as tuberculosis, venereal disease, or viral illnesses are thought to be factors. Arthritis may strike anyone, but is more prominent in women over 25. Two of the most common forms are: rheumatoid and osteoarthritis.

Rheumatoid arthritis is a chronic disease involving the entire body. It is characterized by recurrent inflammation and pain of the lining of the joints. It begins between the ages of 20-40, usually involving several joints with swelling, inflammation (redness and heat) and pain. These episodes come and go at intervals and with progression cause degeneration of the joint and its cavity from adhesions. This produces muscle wasting, deformities and immobility.

Osteoarthritis (hypertrophic or degenerative arthritis) more commonly involves the larger weight bearing body joints or the spine. It is the most common type. It refers to a "wearing out" of the joint surfaces, with possible spur formation and thickening or degeneration to the bones and cartilage, but the joint cavity itself is preserved. Some precipitating factors include; repeated trauma, poor posture, strenuous physical labor, obesity or chronic use of vibrating tools. Osteoarthritis progresses slowly from joint stiffness to pain and swelling.

Care and treatment for arthristis generally involves: physical therapy, including heat and special exercises to preserve the function of the joints and muscles; medication - forms of salicylic acid (aspirin) or hormones (cortisone) to control the swelling, pain and inflammation; adequate rest, 10-12 hours per day; a healthy diet and weight reduction if indicated. Emotional disturbances can provoke or aggravate arthritis, so psychotherapy may be considered. Surgery may be used with severe joint deformity.

Counselors must be concerned that campers receive adequate rest, exercise, and diet. Remember, cold, wet weather or excessive exercise can cause much discomfort to arthritics. It is necessary to provide emotional support and understanding as irritability and disgust are common from the constant discomfort and limited activity.

CEREBRAL VASCULAR ACCIDENT (CVA OR STROKE)

This is a rupture or blockage of a blood vessel in the brain, which deprives parts of the brain of an adequate blood supply, resulting in loss of consciousness, paralysis and other symptoms, depending on the site and extent of brain damage. There are three main causes: cerebral thrombosis, cerbral embolism, and cerebral hemorrhage. A thrombosis is a blood clot forming within a blood vessel often associated with arteriosclerosis. An embolism refers to a clot that has entered the bloodstream such as air or fatty material or a thrombus which has broken loose. Cerebral hemorrhage is rupture of a blood vessel, usually an artery, due to a combination of hypertension and a weakening in the blood vessel wall.

Symptoms of an impending attack vary from none, to a slight headache, dizziness, clumsiness, ringing in the ears or nausea. Results of a CVA are mild to severe paralysis of one or both sides of the body with or without loss of consciousness and resultant coma or death. Speech may be affected along with bowel and bladder control and emotional stability.

Factors affecting recovery (which may often be complete) are the patient's age, general health status, his/her will and desire to recover, and the help and supportive attitude received from family and friends. Counselors will need to be aware of the importance of physical exercise, body positioning, nutrition, mouth care, and elimination needs, especially when there is paralysis present. Remember, the individual needs some help, but must not be made to feel helpless. They must perform activities of daily living as much as possible by themselves with the use of self-help devices and by receiving support and encouragement from others.

DIABETES

Diabetes is a hereditary condition resulting from a failure of the pancreas to make a sufficient amount of insulin, or interferance with the action of insulin in the body. Without insulin (a body hormone) food cannot be properly absorbed from the blood stream by the body cells. Thus the body is unable to properly regulate the use and storage of glucose (the form in which food is utilized by the body). Since the body cells are unable to properly use this glucose it accumulates in the blood stream causing the level in the blood to rise and "spill" into the urine. Treatment consists of following a special diet, eating at specific times, testing the urine for sugar, taking daily insulin injections or medications and planned exercise. Diabetes is NOT an infectious disease. Individuals with diabetes can participate in most activities and with few exceptions, they can and need to be treated the same as other campers. Two complications of diabetic treatment are prevalent and are discussed in more detail. (Insulin Reaction - (hypoglycemia) and Acidosis - (diabetic coma or hyperglycemia).

INSULIN REACTION

An insulin reaction occurs when the blood sugar is too low. This is caused by taking too much insulin, strenuous exercise, working more than usual, eating less food than normal, or waiting for too long a period of time after taking insulin before eating. Under any of these conditions the body sends out many warning signs. Most of the time there will be sugar in the urine immediately after a reaction. Most reactions occur shortly before meals or snacks, or following strenuous activity.

The feelings listed below are early signs of an insulin reaction and the camper should be encouraged to report them to the counselor if they notice them. If the camper does not get sugar in some form immediately, it is possible that they may lose consciousness and in rare cases have convulsions.

SIGNS OF INSULIN REACTION

- Faintness
- Dizziness
- Nervousness
- Shakiness
- Weakness
- Inappropriate Actions or Responses (laughing, crying, inability to concentrate, confusion, aggressiveness, irritability)

Pallor
Excessive Hunger
Sweating
Blurred Vision
Drowsiness or Fatigue
Tingling Sensations
Convulsions
Unconsciousness
Headache (especially upon awakening or occurring each day at the same time)
Stomachache (especially upon awakening or occurring each day at the same time)
Nightmares

TREATMENT

1. If around camp notify the nurse.
2. If away from camp, give sugar immediately in any of the following forms, only if the camper is conscious.
   a. Sugar - cubes, packets, or teaspoon
   b. Sweetened juices
   c. Sweetened Kool-aid
   d. Candy
   e. Carbonated beverage - NOT diet or sugar free soda pop

   Because symptoms of a reaction vary, it is a general rule to give food to a diabetic who is behaving strangely. The diabetic may need coaxing to eat if he/she is acting negatively during an insulin reaction.
3. Check the time.
4. After taking sugar in some form, the symptoms should disappear in a short time, approximately 15 to 20 minutes.
5. After the reaction has ceased the campers may resume their normal activities.
6. If the campers do not improve, get them back to camp immediately for the nurses to evaluate.

ACIDOSIS

This results from not enough insulin. It can be caused by omission of insulin, improper diet, physiological diseases or stresses, and emotional stress. Acidosis comes on slowly over a period of time, where as insulin reaction comes on more rapidly.

SIGNS OF ACIDOSIS

Thirst
Vomiting
Fruity Breath Odor
Headache
Visual Disturbances
Frequent Urination
Flushed Dry Skin
Deep Breathing
Abdominal Pain

TREATMENT

Treatment for mild cases would include increased exercise or increasing the amount of insulin given (by a doctor's order only). If this is not helping, further medical treatment would be needed.

Personal Hygiene - With increasing age, and the general increased elevation in blood sugar, complications such as hardening of the arteries often cause problems with vision, kidney function, and wound healing. As a result, diet, exercise, urine testing, prompt wound care and personal hygiene (especially perineal and foot care) cannot be over emphasized as a responsibility of the counselor and nurse.

MULTIPLE SCLEROSIS

Multiple sclerosis is probably the most common, chronic, degenerative disease of the nervous system, and the cause of much incapacity, anguish, and economic strain. The number of cases in the United States has been estimated at 25,000 to 50,000, generally occuring in young adults. It is often found in cold, damp climates.

Multiple sclerosis means, "many scars". The areas of involvement are lesions in the brain or spinal cord which are distributed without any regularity or pattern. In these patches or lesions, the myelin sheath, (coverings of the nerve fibers) and eventually the fibers themselves are destroyed or degenerate. The disease is characterized by intermittent attacks and remissions, and the neurological symptoms seen during the attacks are dependent upon the location and extent of the lesions. These attacks may begin mildly and infrequently as visual disturbances, muscle weakness and/or general fatigue. The attacks or exacerbations seem to increase in frequency and severity for many years. Individuals may recover from an acute attack but each attack usually leaves an increase in disability and the disease continues. Other signs and symptoms of multiple sclerosis frequently seen are: slow, monotonous, slurred speech, chewing and swallowing difficulties, muscle tremor, loss of muscle tone interferring with fine movement, a loss of balance and coordination, a weakness or numbness of extremities, loss of bowel and bladder control or sexual function, and often emotional instability, euphoria or hyper-excitability. Paralysis of any body part may occur. Death is usually the result of intermittant infections, but individuals may live a fairly long and productive life.

There is no specific treatment for multiple sclerosis. Corticosteroid medication is used often to suppress the symptoms during an attack and diminish the frequency of relapses. Any stress to the body (illness, infection, fatigue or emotional upset) tends to increase the occurance of attacks. The main objective in rehabilitation is to promote good physical condition, maintain the patients' activities, prevent complications of infections (especially urinary), decubitus ulcers, and muscle contracture deformities. Individuals should participate in therapeutic programs which include the use of self-help devices, occupational therapy, relaxation exercises to strengthen weak muscles, proper nutrition, and rest. Cold, wet climates seem to aggravate the attacks and symptoms, so a dry mild climate might be beneficial. Psychotherapy may be beneficial for the emotional trauma. Bedrest is used only during very acute attacks as it may promote an air of invalidism. It is important to maintain as active life as possible without promoting exhaustion. A program of work, recreation, exercise and support is paramount.

MUSCULAR DYSTROPHY

This is a non-contagious disease characterized by a progressive weakening, crippling, and wasting of groups of body muscles. There are several types and the causes are unknown, but it is thought to arise from a genetic abnormality carried by women who pass it by heredity. It appears often in childhood and is most commonly seen in males.

Dystrophy refers to faulty or imperfect nutrition. In muscular dystrophy the muscles suffer an important loss of protein, and muscle fibers become replaced by fat and connective tissue until affected voluntary muscles become virtually useless. The disease and damage is in the muscle itself, not the nerves innervating them. At present there is no definite cure.

One of the most common forms is known as Childhood or Progressive Muscular Dystrophy (also the Duchene or Pseudohypertrophic type). This appears in the 2nd or 3rd years of life when the child begins to have difficulty getting up or walking (it is not detectable at birth). His calf, buttocks, deltoid and scapular muscles appear large and healthy, but are actually very weak and large due to the amount of fat tissue present. The children have a waddling gait, fall frequently and eventually become confined to a wheelchair. Life span is often only to adolescence or early adulthood due to respiratory infections or heart failure.

A second common type is known as Landouzy-Dejerine, limb-girdle, or facioscapulohumeral muscular dystrophy. This appears in childhood or early adulthood and affects the face, shoulder, upper-arm or pelvic girdle. The muscles waste but seldom have the enlargement noted in other forms. This produces the peculiar feature of thick lips with a downward curve of the lower lip (tapir mouth). The disease progression is often slower and resultant physical handicapps less severe.

There is seldom any pain with muscular dystrophy, the mind is not affected, and small muscles of the fingers are last to be damaged. Thus, individuals should be encouraged to lead as full a life as possible. Self-help devices for ambulation and activities of daily living are a necessity, plus a therapeutic program to ensure optimum use of the remaining muscles, including respiratory muscles. Proper nutrition is important and obesity should be avoided. Medication which contributes to a build-up of body protein may slow the progress of the disease. The more active the individual the better he/she will be both mentally and physically.

POLIO

Infantyle paralysis (polio) which affects both children and adults, is caused by a virus that has an affinity for certain nerve cells in the brain and spinal cord. When the polio virus enters the brain and spinal cord, it grows and soon affects the nervous cells by either injuring or killing them. Polio can therefore be considered a disease of the spinal and central nervous system, rather than primarily a disease of the muscle. Paralysis then appears in the muscle groups innervated by the destroyed nerve cells. Most commonly the muscles of the extremities are involved and it is often bilateral, but any body part can be affected. Some polio victims have residual involvement in the respiratory muscles, and are unable to breathe or cough well because of the weakness of the abdominal muscles. These cause the children to be more prone to upper respiratory infections, such as colds and bronchitis. The paralysis resulting from polio is the flaccid type, which leaves the muscles and limbs flail-like. Contractures of the unparalyzed muscles may cause increasing deformities. After the acute phase, important aspects of rehabilitation are exercise, swimming, hydrotherapy, supportive braces, proper positioning and massage.

OTHER PHYSICAL CONDITIONS

CATARACT

A condition causing the lens of the eye and/or its capsule to become opaque with consequent dimming of vision. Surgery is the only correction.

CLUB FOOT (Talipes)

A deformity in which the foot is twisted out of normal position. This may be upward, outward, inward or downward. The cause is often congenital, but may be caused by injury or illness. Treatment is casting, splints, or surgery.

CYSTIC FIBROSIS

A hereditary disease due to dysfunction of the pancreas resulting in an accumulation of excessively thick and tenacious mucous in the lungs and digestive systems and an abnormal secretion of sweat and saliva. Children fail to grow normally or gain weight. Treatment is aimed at maintenance of nutrition, respiratory status and prevention of infections.

FREDERICKS ATAXIA

A fairly rare progressive hereditary disease beginning in childhood or youth causing hardening of the spinal cord which controls the voluntary muscles. There is speech impairment, scoliosis, uncoordination and progressive paralysis of the lower extremities.

GLAUCOMA

A disease of the eye where increased pressure inside the eye causes damage to the retina and optic nerve and eventual blindness if not treated successfully by medication or surgery.

HEMOPHILIA

An inherited disease of males (transmitted from the females) which has impaired coagulability/clotting of the blood and a resultant strong tendency to bleed. Deep cuts, bruising and too much exercise can cause excessive bleeding and be very serious.

HUNTINGTON'S CHOREA

A rare hereditary disease of the brain characterized by quick involuntary movement, speech disturbance and mental deterioration. It appears in middle-adulthood and the condition deteriorates over about 15 years to total incapacitation and death. There is no cure.

KYPHOSIS – (Hunchback)

An abnormally increased convex curvature of the thoracic (upper) spine. It is not caused by poor posture, but results from an injury, disease or congenital cause.

LORDOSIS

An abnormally increased concave curvature of the lumbar (lower back) spine.

PARKINSON'S DISEASE

A progressive disease of the brain found in later life. It is characterized by muscular tremors and stiffness. Trembling may begin in the hands and progress to involve the whole body. Usually tremors are not apparent with intentional movements. The back becomes stooped and the gait, shuffling, as it progresses. It does not affect intelligence and treatment is physical therapy, medication, or surgery for some cases.

RHEUMATIC FEVER

A disease caused by streptocci bacteria in the body causing fever and pain in the joints and fatigue. It is relatively common in children ages 5-15. The seriousness of the disease lies in the fact that it may affect the heart and cause permanent weakness and damage to the lining and valves of the heart. Antibiotics and rest are the main treatment.

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CARING FOR CAMPERS WITH SPECIAL NEEDS

PHYSICALLY DISABLED, SEVERLY MENTALLY HANDICAPPED

The health and comfort of campers is always a first priority at camp. Hopefully this section will give you some pointers on how to care for campers with special needs. What may seem awkward at first will soon become second nature. Until then, don't be afraid to ask teachers, parents, and the camper, if possible, about any questions you may have. More experienced staff are always around to lend a helping hand and don't be afraid to improvise as needed, always keeping the safety and comfort of the camper first in mind.

TIPS ON WORKING WITH THE PHYSICALLY HANDICAPPED

If the person has a major or relatively minor physical impairment:

1. Offer help when it looks as though it might be needed, but do not insist on it if the individual refuses help.
2. When in doubt, ask "May I help you?" or "How can I help?"
3. When a handicapped person falls, take it easy. Wait for him/her to give you a cue. If he/she can get up independently, he/she may prefer doing that; if he/she needs a lift, he/she will tell you.
4. Crutches and wheelchairs are a necessity for some persons. Don't take them away without first consulting the owner of the adaptive device. It may be irritating to have your crutches grabbed and moved as soon as you sit down in a chair - you'd feel stranded!
5. When the handicapped individual requires assistance in climbing a hill or stairs, try to assess how you can best support their weight.
6. Steps can be difficult. If the handicapped need assistance, let them tell you, (if they can) HOW to help! DO NOT pull an arm or push from behind unless such assistance has been requested. Precarious balance can be lost entirely with such tactics.
7. Don't treat the person who is physically handicapped and mentally quite competent in a patronizing manner. Do not insult his/her intelligence.

WHEELCHAIR SAFETY

1. Always put brakes on before camper is transported to and from wheelchair. Brake should be on when wheelchair is stationary.
2. Be sure that seat belts and neccessary restraints are fastened around camper.
3. Be in control when pushing a wheelchair. Be aware of rough spots or any objects in your path.
4. When going through doorways or narrow spots, make sure the camper's legs, arms and head will not be bumped.
5. Let camper know when you are about to tip chair back or make any unexpected movements.
6. If going over rough terrain it is safer and smoother to tip the chair back and push the camper to smooth ground this way.
7. When going down steep inclines always turn the chair around backwards so you are between the wheelchair and the bottom of the hill.
8. When going down curbs or bumps, turn the wheelchair around and gently lower first the back then the front wheels to the ground. Use your weight on foot bars inside the back wheels to let the front down easy.
9. When going up curbs, steps, or bumps, tip the chair back easy, using weight on the foot bar and let front wheels down on top of curb or bump. Push forward and lift up while rolling back wheels up and over.
10. When going up or down steep inclines it is usually helpful to tip the chair back a bit. Always ask for assistance if you do not feel completely in control on inclines with heavier campers.

USE OF HYDRAULIC WHEELCHAIR LIFT

1. Start the bus, turn front lift switch to "ON" and open lift doors completely. (If windy chain door to latch.)
2. The control panel for the lift is located inside to the right of the lift door. Make sure the area is clear before pressing the "DOWN" button and lowering the platform to ground level. Call out "Clear?" to those outside.
3. Stand behind camper and roll the wheelchair backwards onto the platform.
4. Raise the safety bar in front of the platform and lock the wheels of the wheelchair.
5. Do not let your feet extend beyond the back end of the platform.
6. Press the "UP" button until the platform is even with the floor of the bus.
7. Unlock wheels and back the camper into the bus being careful not to bump the camper's head, arms, or legs.
8. Back the chair's rear wheels into floor lock position and lock both wheels.
9. Use the seatbelts for each camper in a wheelchair.
10. Press the "CLOSE" button until platform is in place. Shut outer doors tightly.
11. Turn front lift switch to "OFF" when lift is not in use.

NOTE: If the alarm buzzes in the bus, it may indicate that the lift handle is not in a full downward position.

BODY MECHANICS

When lifting and moving campers or any heavy load, it is important to use good body mechanics to avoid unnecessary strain or fatigue. Here are some basic pointers:

1. Keep your feet at least 12 inches apart for a broad base of support and better balance. It's easier to shift your weight when one foot is slightly ahead of the other.
2. Keep close to what is being lifted. Don't reach very far for it.
3. Keep your body aligned properly. Have your back straight and knees bent. Bend your knees to reach a load, not your back. This allows the strong leg muscles to do the work.
4. If you think a camper or object might be too heavy for you, get help. Don't try to lift them alone!
5. Lift smoothly to avoid strain. Count "one, two, three" or "ready and go" with the camper and the person helping you transport.
6. When changing direction of movement:
   a. Pivot with your feet.
   b. Turn with short steps.
   c. Turn your whole body without twisting your back or neck.

TRANSPORTING – LIFTS AND ASSISTS

Always let the camper know what you're going to do before you do it. The camper should always feel comfortable and safe and be encouraged to help in any way he/she can.

The methods of transporting campers described below are the ones used most frequently at camp with heavier campers.

Assisting camper from a horizontal to a sitting position.

First method:

1. Camper's arms are crossed in front of his/her chest.
2. With hands locked around camper's arms, slowly and steadily pull camper to a sitting position.
3. Slide camper's legs around to the side of the bed.

Second method: This may be better with campers who need more support of their head and neck.

1. Sit on the bed next to camper's shoulders.
2. Raise the head and slide one arm behind camper's shoulders.
3. Slowly raise the camper to a sitting position supporting both head and back. Stay next to the camper, gradually sliding closer as he/she sits up.
4. Stand up with one arm still supporting the neck and back, reach over and slide camper's legs around to the side of the bed.

PIVOT ASSIST

This method is used with campers who can support some of their weight with their legs.

1. Camper should be in a sitting position with feet on the floor.
2. Wheelchair is placed at bedside with the back of the chair near the head of the bed. The wheels should be locked and footrest folded up and out of the way.
3. The armrest next to the bed should be removed or adjusted lower if possible.
4. Stand directly in front of the camper with feet 12 inches or more apart, with one placed slightly ahead of the other.
5. Bending at the knees, ask the camper to put his/her arms over your shoulders and lock your arms around the camper's lower back.
6. Lift up from your knees shifting the weight to your back foot.
7. Pivot your feet so camper is directly above the chair and gently lower him/her into the wheelchair.

TWO–PERSON CARRY

This method is used with campers who can support little or none of their own weight.

1. Raise the camper to a sitting position with legs remaining on the bed.
2. Sit just behind the camper with your feet on the floor. The camper should have his/her arms crossed in front of chest.
3. Reach around the camper's shoulders. Your right arm should go underneath the camper's right armpit and grasp the camper's left forearm. Your left arm should go underneath the camper's left armpit and grasp the camper's right forearm.
4. The wheelchair should be placed next to the bed with the back of the chair just in front of your feet.
5. The wheels should be locked and footrest folded up and out of the way. Remove any head support.
6. The armrest next to the bed should be removed or lowered if possible.
7. The other staff member should stand in front of the wheelchair and lock his/her arms underneath the camper's legs just above the knees.
8. When ready to transfer, both staff should count "one, two, three" or "ready and go" and smoothly lift the camper up and into the wheelchair.

FEEDING TECHNIQUES

Some campers are unable to feed themselves because of severe mental handicaps, physical handicaps or both. Some may be learning independent skills in this area. It is important to have patience and encourage the camper to do as much for him or herself as possible. You will be informed about any special equipment, diets or behavior modification programs in regard to feeding. Below are some pointers to help you during feeding and to help you understand some of the special problems you might encounter.

1. The first step in feeding a camper is to make sure he or she is positioned correctly. Gentle pressure on the hips and behind the shoulders will encourage campers with rigid or spastic muscles into a correct position. The trunk and head should be slightly forward. Do not put food or drink into a camper's mouth when the head is tilted back. This will prevent them from learning to swallow correctly and cause coughing and choking more easily.

Having the camper's elbows and forearms on the tray or table close to their body, or their hands on the chair between their legs will help with balance and support.

2. As a general rule, never feed a camper while you are standing because the camper will have a tendency to tilt their head back.

3. If you are feeding with the right hand, sit to the right of the camper. If feeding with the left hand, sit to the camper's left.

4. Always use a spoon, not a fork, when you are feeding a camper.

5. Know if the camper uses a straw, bib, or any special equipment. Collect these before any food is served.

6. Encourage campers that are able to tell you or to show you which foods they like, which they would like next, when they want to drink, etc. Be sure to give campers enough time to chew and swallow before the next spoonful. Always warn campers if something is very **warm** or cold.

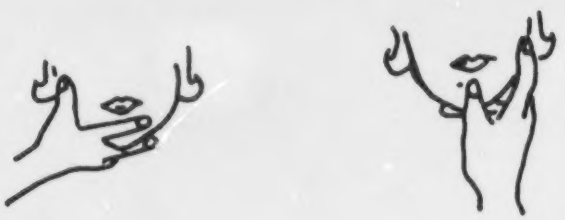
7. For most campers it is easier if you bring the spoon to the middle of the mouth and not the side. Avoid hitting the camper's teeth with the spoon.

SPECIAL PROBLEMS:

1. **Tongue thrust.** This is caused by a reflex that pushes the tongue forward and out of the mouth. It interferes with chewing and makes it difficult for the camper to keep food in his mouth.
   a. Use smaller amounts of food on the tip of the spoon.
   b. Do not try to put a spoonful in the mouth when the camper's tongue is sticking out.
   c. Try "walking the tongue back". Use a spoon without food on it. Starting at the tip of the tongue, push down and back. Do this two or three times, moving toward the middle of the tongue each time. This should help the tongue move back into the mouth, then put the spoon with food on it into the camper's mouth.
   d. It also helps to press down on the center of the camper's tongue with the spoon as you put food into the mouth. This prevents the tongue from pushing forward and encourages natural use of the lips and tongue.

2. **Bite reflex.** This can make the camper bite down too hard on the spoon when it is placed in the mouth.
   a. It may help to rub the camper's gums before feeding. Rub on both sides of the gums but not in front.
   b. Metal spoons can set off this reflex if it accidently hits the teeth. If this is a problem use a smaller spoon or a rubber-coated one if available. Plastic spoons are not a good idea since they break too easily.

3. **Difficulties with chewing, biting or swallowing.** Jaw control is a good technique to try with campers who have these problems. The diagram shows how to hold your hand for correct jaw control.



Sitting beside the camper, put your arm around the back of his head. Then:

1. Put your middle finger under the chin.
2. Place your index finger on the front of the chin.
3. Use your thumb on the side of his/her cheek to control his/her head.

The middle finger applies constant gentle pressure. This indirectly helps tongue control and swallowing reflex. It also helps keep the mouth shut while chewing. The index finger can be used to help keep the lips closed to avoid losing food. Some campers will be used to this technique and respond very well. If it seems to help with others, it should be introduced for just short periods of time. DO NOT move the camper's jaw or apply varying pressure with the middle finger to induce chewing. A gentle continuous pressure is all that should be used.

This technique helps the camper learn skills for chewing and swallowing and should be used less and less as these skills are acquired.

HELPING THE CAMPER FEED HIM/HERSELF

1. **Finger Feeding** is one of the first steps for campers just learning to feed themselves. To help the camper learn how much food to put in their mouth, begin by putting just one piece of food on the plate at a time. Don't let the camper put a second piece in until he/she finishes chewing the first. Put a little more on the plate if the camper has learned to chew one piece at a time.
2. **Hand-over-hand method.** If a camper is just learning to spoon-feed him/herself, you may need to put your hand over his/her hand and help guide the spoon to his/her mouth. Foods that stick to the spoon may be helpful.
3. **Special equipment.** Most campers will come with special equipment if needed, such as suction holders, adapted eating utensils, food guards for plates and special straws and cups.

If a camper has problems getting food on the spoon or with food spilling off the plate, it is usually helpful to use a scoop dish or an attachable food guard. Scoop dishes are available at camp.

It is helpful for many to use suction holders underneath plates and bowls to prevent slipping and sliding. Suction holders are also available at camp.

POSITIONING AND HANDLING

Positioning the camper with various physical handicaps will be an important part of the daily routine. The camper confined to a wheelchair will have many opportunities during the day to spend time out of the wheelchair during various activities.

The camper with spasticity, athetosis or a rigid reaction in the muscles will have difficulties sitting, moving or lying in a normal way. He/she may become very stiff or very floppy because he/she can't control his/her muscles. The care you take in positioning the camper when he/she sits or lies can affect his/her ability to move independently and become involved in the activities around him/her.

SUPPORT:

1. The key areas of support for the camper with Cerebral Palsy or other physical handicaps affecting muscle control are the shoulders, hips and head. Giving support in these areas will help the camper move more normally. For instance, the camper with a rigid reaction in his muscles may have his body very stiff, his back arched and his arms stiff and thrown out to the sides. The campers' movement in this position is very limited. By gently applying pressure to the hips and behind the shoulders, the camper will become more relaxed and have better control.

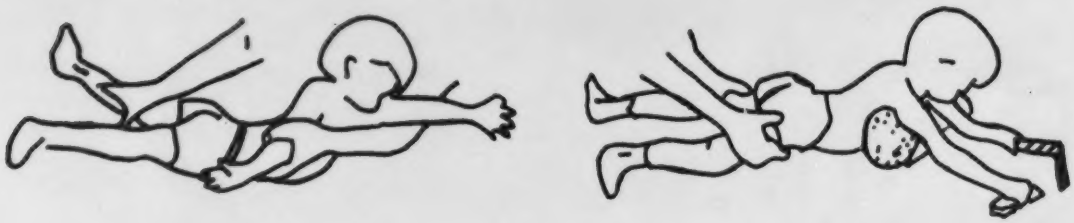
If it is difficult to get a camper into a sitting position, rolling the camper to his side will make it easier for him to bend the head and shoulders forward.

Do not attempt to lift or carry a camper in this position described first, but carrying is possible in the latter position.

When positioning a camper on the ground or mat, avoid placing the camper on his back. This is the worst position for movement and control.

LYING ON THE STOMACH

Illustrated below are the correct and incorrect ways to position the camper on his stomach. Support from a pillow or roll under the camper's chest can greatly improve ability to control the head and hands.



If the legs become stiff and crossed, a pillow between them might help. The camper's elbows should be bent for more support.

LYING ON THE SIDE

Do not let the camper always lie on the same side. Change to the other side periodically.

The goal in correct positioning is to help the camper have as much control and independence as possible. Do not give any more support than is necessary and encourage the camper to do as much independently as he can.

RELAXING AND STRAIGHTENING LIMBS

Movement for the camper with spastic or rigid limbs can be very difficult. Doing such things as dressing and undressing will be easier if you remember some key things:

1. Do not try to straighten a limb by pulling or holding above and below a joint.
2. Hold your hand over the joint to turn or straighten. Apply gentle, steady pressure at the joint.
3. Sitting up or lying on the side is easier to relax than lying on the back.
4. Relaxing the ankle and toes to get shoes on is easier if the hips are bent and the legs parted. Flexing the foot upward helps to straighten the toes.
5. When putting shirt and pants on, putting arms and legs on the most affected limbs first makes things easier.
6. Correct positioning and support of key areas when needed allows campers to do as much independently as possible.

Although blindness is commonly thought of as the total lack of sight, in reality it means possessing varying levels of sight. Most of the severely visually impaired can still perceive some degree of light and feel motion around them. Some blind people can see at a short distance, but can see only blurs of images or shades of brighter colors at farther away points. Others have "tunnel vision"—an ability to see only what is directly in front of the face, but nothing to either the right or left unless the whole head is rotated in that direction. "Pinhole vision" is as it sounds—the individual sees only through a very small "hole", and must rotate the head to focus on objects to the side, above or below that small visual space of the "pinhole".

There are many causes of blindness, basically divided into two categories:

1. Congenital - the person was blind from birth due to a pre-natal or peri-natal cause.
2. Adventitious - blindness resulted after birth (post natal). Some causes are:
   a. **Infectious diseases** – e.g. measles, scarlet fever, typhoid fever, etc.
   b. **Accidents** causing injury to the eye.
   c. **Functional disorders** – diabetes of long duration, vascular disease, etc.
   d. **Miscellaneous causes** – cataracts, poisoning, genetic defects, glaucoma, etc.

EFFECTS OF BLINDNESS ON THE INDIVIDUAL

Blindness often presents the individual with new psychological, sociological, and economic difficulties. Many newly blinded persons tend to become withdrawn, lacking in initiative and deficient in social relationships, particularly when they are overprotected or when social opportunities are denied them. Anxiety, depression, hostility and other neurotic problems may develop. Of course, many blind persons are able to work through these difficulties and lead happy emotionally stable lives.

One major difficulty for blind persons is learning or re-learning locomotion skills – traveling from place to place. Some develop poor posture and are lacking a strong sense of kinesthetic awareness and motor coordination. Some develop "blindisms" which are habits such as rocking, rubbing their eyes, or waving their hands back and forth. "Blindisms" appear to stem from the repressed urge for physical movement.

As recreation workers we can:

1. Assist the blind in better understanding their environment through intensified use of remaining senses.
2. Promote physical health and motor coordination.
3. Encourage development of creative interests and hobbies.
4. Strengthen the socialization process; self and social-awareness.
5. Give encouragement to the individual to promote a greater self-esteem; assist in removing psychological barriers which impair independent functioning.
6. Encourage more re-integration into the community.

TIPS ON WORKING WITH THE BLIND

1. Be verbal. Explain where you are going and give a general idea of what you will be doing so that the blind person knows what to expect.
2. If the individual requests assistance in going from place-to-place, usually it is good to offer your arm, so that he/she may hold onto the bent elbow and feel your speed and direction of movement.
3. Give verbal warnings/instructions of any obstacles you must bypass well in advance. e.g. "Mary, coming up ahead on the right is a large rock. I'll let you know when we get to it and you can take a big step over it, or we'll go around to the left." Refrain from pulling or tugging them in the direction you're headed. It upsets balance and doesn't do much for self esteem, either. Verbal directions are **essential** on hikes in the woods.

4. Plan programs with adequate time allowed for a **leisurely** walk from place to place. Don't hurry them.
5. Plan programs which allow for stimulation of touch, smell, taste, hearing, and mentally challenging stories/discussions etc.
6. Some blind persons are also mentally and/or physically handicapped. Promote maximum use of their senses/abilities in programming. Always focus on what they CAN do; don't be mentally "blind" to their potential.
7. In teaching some skills, the leader can perform the skill while allowing the blind person's hands to touch his – the blind person learns "by feel". Accompany this technique with verbal instructions.

A person is classified as deaf if his or her sense of hearing is non-functional for the ordinary purposes of life. A complete loss of hearing is relatively rare. Most people classified as deaf have a partial hearing loss. Verbal communication which is so important to us in our daily lives may appear to the deaf person as garbled and faint or no sound at all.

When describing deaf persons there are many varibles to consider:

1. **The degree of hearing loss.** This is the traditional way of measuring deafness. A loss of 75 to 80 decibals in the better ear is often considered a dividing line between the deaf and the hard of hearing.
2. **Age when the loss of hearing occurred.**
   a. Congenital deafness refers to a person who has a hearing loss before speech and language concepts develop.
   b. Adventitious deafness is a loss of hearing after speech and language patterns develop.

A person with congenital deafness has never experienced normal speech and is likely to have more problems with language development, speech and speech-reading ability.

3. **The part of the ear affected.**
   a. Conductive deafness - damage to the middle ear. This type of deafness is only partial and can usually be helped with the use of a hearing aid.
   b. Sensory-neural deafness - damage to the inner-ear. This type of deafness often cannot be helped greatly with use of a hearing aid.
   c. Central deafness - damage in cerebral cortex usually caused by diseases of the brain.
4. **Deaf persons attitude toward his/her deafness.** A deaf person's reaction to his/her handicap can greatly affect interaction with others. Past experiences (special schools, classes, clubs, etc.) may lead them to interact primarily with the deaf community. Others may react by striving to overcome any obstacles that bar them from interaction with "normal" people and society.
5. **Methods of communication.** Depending on the deaf person's preference and ability one or a combination of fingerspelling, sign language, or speech and speech reading methods are used.

COMMUNICATION WITH THE DEAF

When working with a deaf camper, your most immediate consideration will be how to communicate. Through reading the camper's application and upon meeting your camper, you will discover which method or combination of methods the camper relys most heavily on. Basic descriptions of these methods and suggestions for application are described below.

A deaf camper will not be assigned to a counselor unless that counselor has basic proficiency in the method of communication the camper relys on most. A willingness to learn and lots of practice could open you to a new world of communication.

MANUAL COMMUNICATION

THE LANGUAGE OF SIGN

We use sign language not only with the hearing impaired but also with many mentally handicapped campers who are learning sign to facilitate language and speech development.

A sign in sign language represents a concept and not necessarily a single word. There are as many as 3,000 different signs and many people adapt and improvise according to need. The main point is to communicate and if you do not know the accepted sign for something you may be able to improvise and still get the point across.

It is important to remember that sign language not only involves the hands but also the whole expression of the face and body. When deaf people communicate, the face is the focal point, not the hands. The face and the body of the communicator should enrich and add variation to the meaning of the sign just as our voice inflections add meaning to words.

When using sign language your hands should move in the areas directly below and around your face whenever possible.

ORAL COMMUNICATION – SPEECHREADING

For campers who can speechread it is important to talk to them face-to-face. Not so close that they cannot see the upper-half of your body, but not so far away that they can't see your lips well. In all cases you should speak distinctly but do not over-enunciate words as this will confuse the camper. You will have to adjust your speech according to the camper's ability. Again, it is important to express yourself not only with words but with face and body expression as well. This greatly increases the clarity and expression of your words for the camper.

OTHER CONSIDERATIONS

1. The deaf person is linked to the world primarily through vision. Because of this a hearing impaired camper may feel more at ease if he or she is in a position to view as much of an activity as possible. When doing activities in an enclosed room the camper may be more comfortable if placed across from the door so they can detect new arrivals. Windows allow the deaf to maintain contact with nature and their environment .
2. Many deaf people have faulty speech patterns. This especially applies to those who are congenitally deaf. You may have to listen very closely and ask them to repeat if necessary. Be patient and encourage deaf campers to use speech freely.
3. People who are profoundly deaf tend to shuffle or drag their feet. Be aware of this on uneven ground or rough terrain.
4. Some people with deafness depend on seeing to maintain their sense of balance. They may lose their sense of balance in the dark, or in very dim light. Take this into consideration when planning night activities. Some may require a night light by their beds.
5. In most cases a deaf camper will feel more comfortable with an activity if it is demonstrated visually and orally (if the camper speechreads) or with sign language or fingerspelling. For instance, when taking a deaf camper through the confidence course, it would be best to place him/her towards the middle or end of the line so he or she can see the activity done a number of times before their turn. Demonstrate activities visually whenever possible but do not overdo and use this as a replacement for manual or oral communication.
6. Developing social skills with those who aren't deaf is very important for the deaf camper. Help other campers understand the deaf camper's disability. Activities such as charades, mime and creative dramatics are great for promoting understanding. Show other campers by example that they must speak clearly, face-to-face with the deaf camper who speechreads or teach them some basic signs. Avoid as much as possible an excess of verbally oriented activities or modify activities that the deaf camper may have a hard time participating in. These efforts will make the deaf camper feel more at ease with his/her fellow campers.
7. Music activities are generally less appealing to the deaf and hard of hearing. To get the hearing impaired camper involved with the others use songs that have actions such as "Chilly, Chilly", "Kum By Ya", "My Lovely Auntie", "She'll be Coming 'Round the Mountain", "The Bear Hunt", etc. If using instruments let the deaf camper use those that vibrate such as drums, gongs, rhythmn sticks or tamborines.
8. The deaf camper tends to have a harder time expressing anger or laughing. They may need more encouragement to express their emotions than others.
9. Extensive facial gestures and rapid hand movement are more characteristic of the deaf population.

In most cases words are said orally along with the signs. For mentally handicapped campers this helps them associate the words and the sign, for deaf campers this helps develop speechreading ability.

Following are some examples of signs used most often at camp. For more information consult a good book in basic sign. Two of these are:

A Basic Course in Manual Communication
Published by - Communication Skills Program
Terrence J. O'Rourke, Director

Say it with Hands
by Louie J. Fant, Jr.

NO

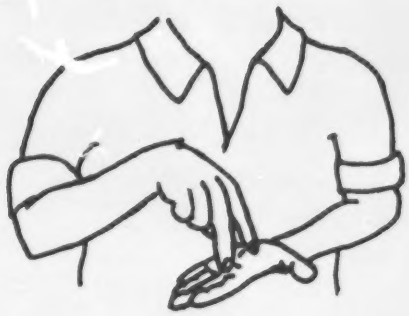
WRONG

SIT

YES

RIGHT, CORRECT

STAND

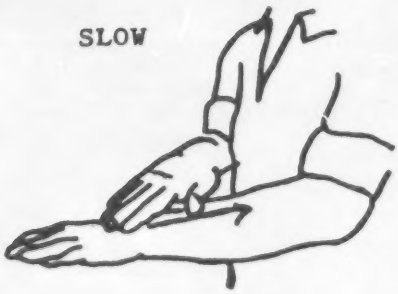


QUIET

SAD

LIE DOWN

SLOW



HAPPY

SLEEP

LOVE

LIKE

COME

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DRINK

EAT

THANKYOU

WATER

HOT

PLEASE

THIRSTY

COLD

SORRY

MILK

GOOD

BAD

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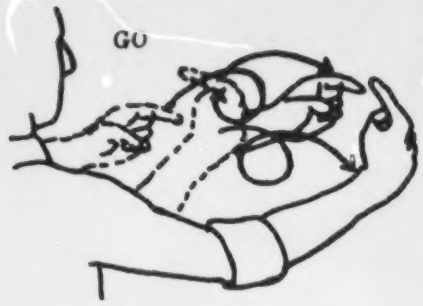
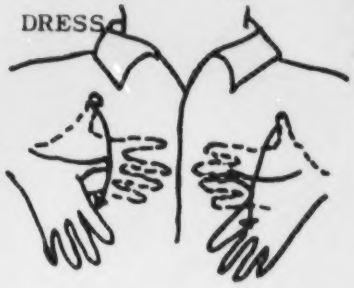
GO



PLAY

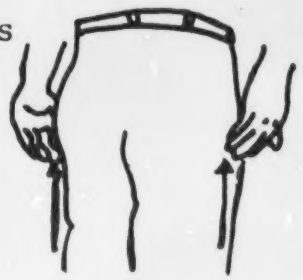
DRESS



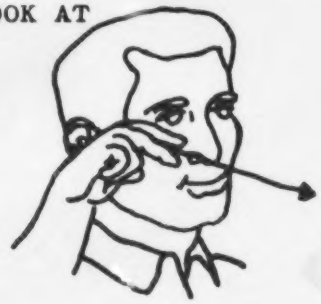
STOP

FOLLOW

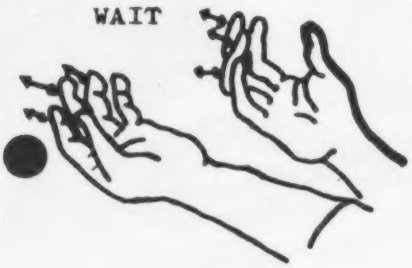
PANTS



LOOK AT

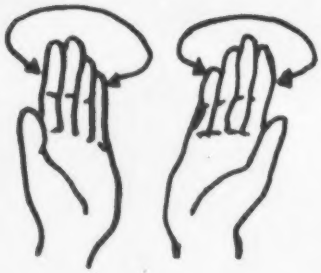


WAIT



SHOES

HERE



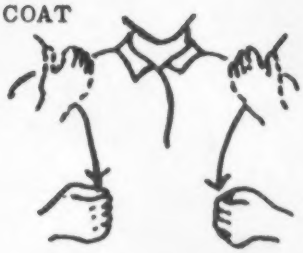
SING

SICK

LISTEN

SMILE,
LAUGH

COAT



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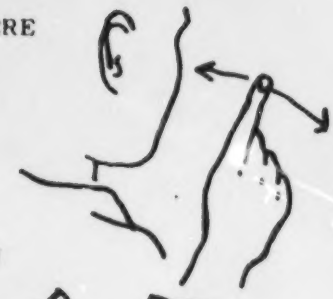
WASH

WHY

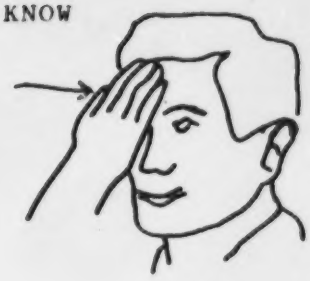
UNDERSTAND

SHOWER

WHERE



KNOW



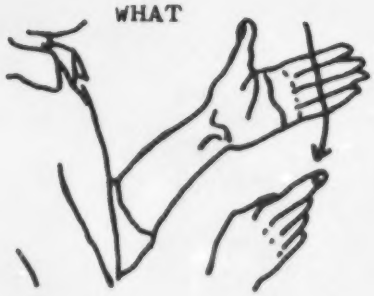
HOW

FREIND

AGAIN

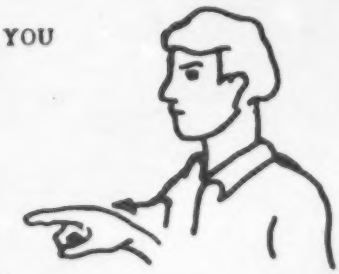
I

WHAT



FINGERSPELL

YOU



THINK

PRETTY

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FINGERSPELLING

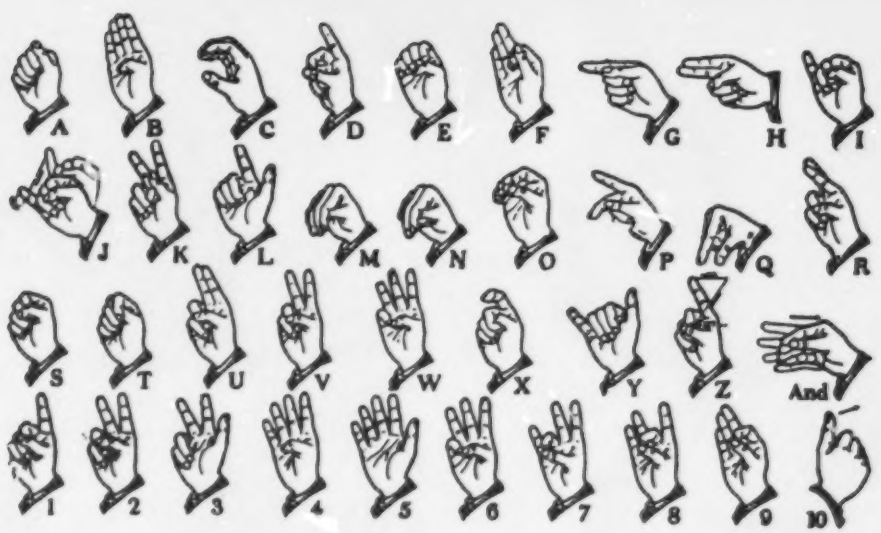
Fingerspelling is a manual alphabet using a one-hand position for each letter of the alphabet. Fingerspelling can convey the nuances of the English language exactly, not just in concept as with sign language.

Fingerspelling is generally used much less at camp than sign-language but it is essential when working with campers who are both visually and hearing impaired. In this case the letters are signed in the palm of the receiver's hand so they can feel the configuration and determine the letter. This process can be done amazingly quick with practice.

It is also used in a limited way in conjuction with sign language to communicate people's names, names of places and other words when exactness is required.

Tips on Using the Manual Alphabet

1. When using with non-blind campers, letters should be said orally as they are signed.
2. Strive for a constant rhythm pattern and accuracy. Speed will come with practice.
3. To show the end of a word hold the last letter in the word about one extra beat of your rhythmical pattern.
4. Be sure to distinguish between the K and the P.
5. When a word ends with the same letter which begins the next word, it is shown by relaxing the hand then remaking the letter.
6. When signing double letters the hand retains the letter position but moves to the right slightly.



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WHAT IS AUTISM?

Autism is a brain disorder that severely impairs the way sensory input is assimilated, causing problems in communication, social behavior, and irregularity in learning. It typically appears during the first three years of life. It occurs in approximately five out of every 10,000 births and is four times more common in boys than girls. It has been found throughout the world in families of all racial, ethnic and social backgrounds. No known factors in the psychological environment have been shown to cause autism.

Because of it's rarity, little is known about possible causative factors or conditions preceding or accompanying autism. There is as yet no cure, but a growing body of research points to bio-chemical error and some treatments appear to be promising.

GENERAL CHARACTERISTICS OF AUTISTIC PERSONS

1. Healthy, intelligent and attractive in appearance.
2. Speech difficulties include, while specific thinking capabilities may be present, late speech, no speech (aphasia), loss of previously acquired speech, or unusual speech patterns such as repeating words and phrases or failure to use "I" and "Yes", immature rhythms of speech, limited understanding of ideas, and the use of words without attaching the usual meaning to them are common.
3. Withdrawn, apathetic, unresponsive. Autistic infants show no desire to be held or cuddled. Autistic children and adults may insist on being left alone, act indifferent to their parents and unaware of the existence of others.
4. Unusual interest in inanimate objects; an obsession with a particular toy or mechanical appliance.
5. There may be difficulties with toilet training in the early years.
6. Odd eating habits and preferences.
7. Hyperactivity and night time sleeping difficulties.
8. Repetitive movements such as hand shaking or "flicking" (moving fingers of hand in front of the fact while looking at a light source), prolonged rocking and spinning, and in extreme cases, head-banging and other self-injurious behaviors.
9. General resistance to change in daily routine or in the physical environment.
10. Some may have musical, motor or manual abilities.
11. Autistic persons live a normal life span. Since symptoms change, and some may disappear with age, periodic re-evaluations are necessary to respond to changing needs.

CARE OF PERSONS WITH AUTISM

1. **Communication.** Learning to communicate with the autistic person is essential. Be aware of the way the child receives information. Some children can understand verbal language, but most have difficulty in processing spoken words. Simultaneous communication (verbal paired with sign) is used with some children. Others understand by seeing—show the children what you want them to do as you speak to them. Others understand by doing and need to be physically put through the motions of a task.

   Speak in a low, firm voice. A loud, colorful tone may excite or overstimulate the child. ("Good" spoken in a quiet, warm voice is more effective than shrieks of delight.) Voice tone should be pleasant. Even if the children don't understand the words, they will recognize an unfriendly tone of voice. They will be more responsive to you if your attitude is positive.

   Make sure that you have **eye contact** before you speak. The children should be looking at you or at the object upon which they should be concentrating. (Example. focus their attention on their spoon if you are asking them to pick it up.)

Don't use a lot of words. "Sit down" is easier to understand than "Will you come over here and sit down please?".

Speak slowly. It will take the children some time to process what you have said. Say the words. Wait about 7 seconds, then repeat the same words. If there is still no response, and if the children appear to be trying to understand, help them do what you have asked them to do and repeat the message again.

State directions in a positive way. When you say "Don't do that" you are telling them what not to do, but they may not know what to do. Say "Sit down," rather than "Don't run around.

Use only one name when addressing the child. Don't call Billy, Bill, Honey, or William at different times when you speak.

If there is an emergency, take for granted that the child does not understand. You must act immediately! Talk later or while you are acting, but never assume that the child will respond to speech in a dangerous situation.

2. **General Functioning Level.** It is important to know the autistic person's general functioning level.

Independence. The children should be allowed, and required to demonstrate, as much independence as they are capable of having. (Example: if a child can put on his/her own jacket and zip it, he/she should be required to do so. If you do it for them during the time that they are in your care, they may stop doing it. It may be easier and faster for you to do it for them, but it may take the family weeks or months to get the child to do it independently again. Being away is not enjoyable for a family if, upon returning home, they must re-teach the child many previously mastered skills.) If a child needs help with a task, find out what kind of help should be given. (Example: placing the spoon in their hand may be all that is needed to prompt the child to eat.)

Supervision and Safety. Know the child and know the house rules. Are there parts of the house where the child is not allowed to be unless supervised, (dad's "office", mom's craft corner, sister's bedroom)? Is the child allowed to play unsupervised in the yard or at the neighbor's house? Is traffic a danger? Will the child run away from you if you take him for a walk? Will he become upset in a crowded store or if he sees a dog or other animal? Is he bothered by loud noises such as the stereo or dishwasher? Is the child allowed to eat in any room other than the kitchen? Does the child have seizures? Does the child take medication?

Sleep Habits. It is **essential** to know if the child may waken in the night or early in the morning and need supervision at that time.

Play Activities. You should know how the autistic child spends most of his time. Should you let the child sit for hours rocking in his favorite chair or are there play activities that you should be involving the child in doing? Do games or other activities need to be modified in order for the autistic child to participate?

3. **Behavior Management.** Behaviors should be handled in the same way that they are handled by the family. You must know how the family deals with tantrums, aggression, or self-abusive behaviors. The family may also have certain ways of trying to decrease self stim behaviors or preseverative speech, or ways of encouraging the use of language.

4. **Consistency.** It is essential that the child's daily routine, as well as behavior management programs, be followed consistently. Autistic children are often upset by changes in routine and undesirable behaviors can increase if not handled correctly and consistently.

Many persons have attempted to define what learning disabilities are. More important than defining learning disabilities is being able to recognize the characteristics of the learning disabled individual, and come to an understanding of how to work with the learning disabled person effectively. Here is **one** definition of the learning disabled child:

A learning disabled child has average or above intelligence, adequate sensory acuity, yet is achieving considerably less than the composite of their IQ, age, and educational opportunity would predict.

CAUSES

Why is a child learning disabled? It's not because the parents haven't tried or that they don't care. It's not because the child is stubborn, or dull, or lazy. It's not because the child is spoiled.....There's no simple explanation, no **one** cause, but many, which may be responsible for learning disabilities.

PRENATAL CAUSES – maternal malnutrition, toxemia in pregnancy, infectious diseases of the mother, poor placental attachment to the uterus, alchoholism or abuse of certain drugs by the mother during pregnancy, RH incompatibility.

PERI-NATAL CAUSES (during the birth process) – anoxia (not enough oxygen to the brain) during a long or difficult delivery, breech delivery, introcranial pressure due to forceps delivery or mother's narrow pelvic arch, too-rapid delivery, prematurity.

POST-NATAL CAUSES – high fever at an early age, length of time elapsed before breathing begins after birth, sharp blow to the head from fall or accident, meningitis, encephalitis, lead poisoning, severe nutritional deficiencies.

HEREDITY – learning disabilities can sometimes be traced through generations.

CHARACTERISTICS OF LEARNING DISABLED PERSONS

1. Perceptual disorders – The learning disabled child has trouble making sense of information he/she receives through his/her senses.
   a. Visual perception – eg: has difficulty copying symbols (letters or figures).
      Word reversals: may see, read and/or write WAS for SAW, and ON/NO, TOP/POT, letters b for d, p/d, b/g, etc.
      May not know left-to-right progression.
   b. Auditory perception – **auditory memory deficit** – may not be able to repeat a simple sequence of 3 words immediately after hearing the words spoken. Has trouble understanding simple commands.
      Discrimination: may not be able to differentiate between the ring of the doorbell and that of the telephone.
      May be unable to sound out a word although hearing is normal.

2. Distractibility – short attention span.
   The learning disabled child is characterized by:
   Inattention – paying too much attention to too many things; unable to focus on one thing for any length of time OR
   Overattention – focusing on one particular object, seemingly unable to break the focus.
   Perseveration –
      a. inability to alter a verbal/written response.
      b. cannot shift from one idea or task to another more appropriate.
      c. repeats previously correct response rather than risk failure.

3. Hyperactivity – random, purposeless movement, fidgets, taps feet, fingers, talks out inappropriately, unable to sit still.

4. Poor spatial awareness, body-image, time concept.
   a. Inadequate understanding of spatial concepts such as up-down, right-left, in-out, under-over, top-bottom, or time concepts – today, yesterday, soon, etc.
   b. Poor body image – does not connect parts to the whole body; does not know how far it extends or how much space it takes up. May misjudge space and speed of movement (poor timing).
5. Delayed motor skills development.
   a. Overall awkwardness, clumsiness, balance difficulties.
   b. Bumps into objects, falls easily.
   c. Lacks preference for right-left handedness.
   d. Weak or too-strong grasp of writing implements.
   e. Too strong writing pressure on implement.

6. Rigidity and inflexibility in thinking.
   a. Becomes upset by changes in daily routine.
   b. Unable to choose between two equally good options.
   c. Preoccupation with detail and an inability to grasp wholeness or "the big picture".

7. Language difficulties.
   a. Limited speech; short, simple sentences.
   b. Faulty syntax and grammar.
   c. Substitutions, ommissions, distortions of consonant sounds.
   d. General delayed speech development.

BEHAVIOR

Because of their many difficulties (with motor skills, organization/comprehension of speech, reading) they are dependent longer on the adults around them and must ask for help over a longer period of time. The need for attention may equal the need for help, and many a learning disabled youngster has cleverly discovered that helplessness brings swift attention. Also, there are many learning disabled children who would so much rather receive negative attention than none at all that they will purposely get into trouble or "act out" to evoke an adult's response. Attention for being "bad" is better than attention for being "dumb".

TIPS FOR WORKING WITH LEARNING DISABLED CHILDREN

Ask and answer questions in clear, simple terms. Remember that you are communicating with a child who has difficulty in processing information.

PRAISE ACCOMPLISHMENTS! A learning disabled child may have specific skills or talents and feel good about him/herself in these areas, but may sense or know that he/she is different and wonder "What's really wrong with me?" It is vital that the child hear over and over again from different sources that he/she is intelligent, that he/she needs more time to learn than others, but that he/she **will** make it in the world.

In every possible way, provide structure in the child's life—order in his space and sequencing in his time. Make him familiar with the parts of each of his usual routines—which comes first, next, and last.

Always combine constructive criticism with praise. The learning disabled child misinterprets or misunderstands many aspects of his/her life, and if he/she receives criticism he/she translates it to "everybody's picking on me". This may be his/her actual perception of the situation because he/she doesn't interpret criticism as being helpful. He/she often sees the world as a series of mistakes.

The learning disabled child is often an angry child. He/she is angry at him/herself for not being able to do what he/she wants to do; angry at parents, teachers, peers, for seeing him/her in the act of not being able to do something. He/she is angry at being what he/she is. It's important for those who

work with the learning disabled child to repeatedly reassure him/her of his/her worth. Build self-confidence. Foster acceptance.

Promote greater independence and self-sufficiency through teaching and allowing the child to do his or her own everyday skills, such as making the bed, simple cooking, setting the table, telling time, doing chores, etc. He/she derives a feeling of competence from mastery of the task.

SOURCES

1. "Plain Talk" About Children with Learning Disabilities
   U. S. Dept. of Health, Education and Welfare
   Public Health Service
   5600 Fishers Lane,
   Rockville MD 20857

2. Learning Disabilities, An Educational Challenge
   Sharon M. Olsen
   Follet Publishing Company/Inservice Seminars

3. Learning Disabilities, Educational Strategies
   B. R. Gearheart
   The C. V. Mosby Company, 1973

HYPERACTIVITY – (HYPERKINETIC REACTION)

Hyperactivity is defined as heightened, persistent, sustained physical motion. The hyperactive camper is the one who seems to be everywhere at once, and not in one spot for very long. Hyperactivity is much more frequent in boys than in girls. It occurs with greatest frequency before age 8. Where it develops later in childhood, family and related stresses are likely to be key factors leading to the anxiety and emotional upsets underlying hyperactive behaviors. After age 8 hyperactivity tends to become less frequent and of shorter duration, tending to clear up in the middle teens, although the reason for this change is not clear.

CHARACTERISTICS OF HYPERACTIVE CHILDREN

1. Average or above average intelligence.
2. May show specific learning disabilities.
3. Usually do poor in school, due to:
   a. non goal directedness
   b. easy distractibility
   c. short attention span
   d. disorganization
   e. disruptive behavior
   f. hypersensitivity
4. Low frustration tolerance.
5. Poor motor coordination.
6. Restlessness.
7. Tendency to talk incessantly.
8. Socially uninhibited and immature.

CAUSES OF HYPERACTIVITY

There is no known genetic or chromosomal defect associated with hyperactivity. However, among hyperactive children a higher than average number who were born prematurely have a higher than average incidence of abnormal EEG's (electroencephalogram - a measurement of brain electrical impulses). To date, evidence is inadequate for the conclusion that all or even the majority of hyperactive reactions are associated with irregularities or alterations in brain processes.

TREATMENTS

Two basic approaches are used, most of the time in conjunction: drug therapy and behavior modification. Behavior modification techniques basically involve the application of consistent, positive reinforcement for the desired behaviors and withholding reinforcement or administering punishment for undesirable behaviors.

Drug therapy involves administering cerebral stimulants such as amphetamines which tend to have a quieting effect on hyperactive children. Dexedrine, and Ritalin are common medications which decrease overactivity and distractibility and increase the child's attention span and ability to concentrate. The drugs have some negative side effects such as a supressing effect on normal growth in height and weight, decreased appetite, dizziness, headache and insomnia. Even with drugs that seem to produce minimal side effects, the possibility of adverse, long-range effects resulting from sustained usage during early growth and development is still being assessed.

SUGGESTIONS FOR WORKING WITH HYPERACTIVE CAMPERS

1. Reduce extraneous environmental stimuli, both visual and auditory.
2. Use firm positive discipline.
3. Provide frequent opportunities for physical activity.
4. Alternate tasks which require sustained concentration efforts with opportunities for physical activity and mental relaxation.

5. Positively reinforce all activities which are attempted and completed.
6. Give precise, clear directions for tasks.
7. Do not attempt to physically restrain the child. Instead offer him/her consequences for his/her behavior and follow through.
8. Adhere to behavior modification program already begun by teachers and parents, or set one up for the child's stay at camp.

SOURCES:

1. Coleman, James; Abnormal Psychology and Modern Life

2. Shea, Thomas M.; Camping for Special Children

THE EMOTIONALLY DISTURBED CAMPER

In camping, as in all professions dealing with exceptional persons, professionals eventually face the problem of labeling persons who exhibit behavior deviant from that which is considered "normal". This is a problem in the sense that labels vary according to the situation and the background of the labeler. Thus, one individual may be labeled as delinquent, emotionally disturbed, learning disabled or behaviorally disordered in different situations. For our purposes at camp, it is important to understand what the general term "emotionally disturbed" implies, what behaviors may be exhibited by this individual and effective remediation techniques applicable to the camp setting.

It should be understood that of the behaviors explained in this section and in the definition of terms, one or many may be exhibited by an individual, yet he/she is **not** necessarily emotionally disturbed. We only speak of someone as emotionally disturbed when their emotional difficulties and accompanying behaviors impair that person's independent functioning, social, vocational and/or sexual adjustment. The person may function reasonably well in some situations yet not in others, indicating that functioning and adjustment are impaired but not totally prevented.

Two major general categories of emotional disturbances are psychoses and neuroses. Psychotics usually require hospitalization and we will not be dealing with this type of person at camp. Neuroses is less severe and some of our campers may exhibit neurotic tendencies. A neurotic person's basic difficulty stems from a high degree of conscious anxiety or anxiety controlled in an unconscious manner by any of the psychological defense mechanisms. Neuroses is a functional disease which means that there is no apparent organic brain damage or other physical cause. It is an unhealthy response of the person to stress which is so severe as to exceed the adjustment capacity of the ego. There is a relationship between the intensity of the stress and the strength of the ego at the time the stresses occur. The neurotic person is usually aware of his/her personality disorder.

Neurosis involves a decreased efficiency of the various personality functions: perception, memory, judgement, etc. A neurotic person may exhibit conversions, obsessions, compulsions, phobias, or psychosomatic disorders. (See definitions.)

A traumatic neurosis or transient situational personality disorder occurs when a relatively healthy personality temporarily succumbs to unusual and extreme environmental stresses by developing neurotic behavior. Causes could be one traumatic event or a series of several events of varying intensity. The condition is not permanent.

BEHAVIORS AND REMEDIATIONS

"Emotionally disturbed" is an all-encompassing label; a very broad, general term for an individual who may exhibit one or many of these behaviors or tendencies listed below to the extent that it impairs independent functioning, social, vocational and sexual adjustment. Listed with the behaviors are remediation techniques applicable in the camp environment:

1. Emotional instability – (char.) Variable moods which are accompanied by rapid and frequent changes in observable behavior. Mood shifts occur without apparent and sufficient cause; (remediations) Stabilize and structure the camper's environment. Consistently and continuously reward desirable behaviors while ignoring undesirable behaviors. Be consistent and predictable in your responses **regardless** of behavior fluctuations.
2. Inattentiveness – (char.) Inability to focus on a perceived stimulus situation for sufficient time to purposefully engage in and complete a task; (remediations) Provide limited quantities of highly stimulating tasks. Use instructional methods that include a game format. Minimize unstructured time before, during and after activities Reduce extraneous distracting environmental stimuli. Alternate instructional periods with opportunities for physical activity.
3. Poor self-concept – (char.) The individual fears the unfamiliar, expresses feelings of inferiority, is hypersensitive to criticism, resists independent functioning, and is reluctant to attempt a wide range of activities. He/she is frequently immobilized when confronted with new or different problem situations; (remediations) Provide frequent consistent positive reinforcement with social praise and perhaps tangible rewards. Avoid negative value statements and punishment concerning the child and his/her products. Appeal to peers and

adults to build the child's self-concept. Assign special jobs and tasks that are meaningful, visible and rewardable. Close physical contact and proximity with an accepting adult during the initial stages of remediation.

4. Passive - suggestible behaviors -- Behaviors the individual emits at the request of another without apparent personal forethought. He/she will do anything to please others and is unskilled in the processes of problem solving, decision making and selecting activities; (remediations) Help this person to solve problems, make decisions and select activities independent of others. Discipline should be firm but non-punitive.
5. Withdrawal - the withdrawn person -- Behaviors include isolation, preoccupation, daydreaming, drowsiness, shyness, fearfulness, and depression; (remediations) Provide a failure-proof program of activities. Provide personal comfort and a feeling of security. Provide activities that neccessitate a variety of responses. Avoid harsh discipline and physical punishment.
6. Age - inappropriate behaviors -- The person may exhibit behaviors that are typical of a person of a younger chronological age (baby talk, tantrums, crying, pouting, etc.); (remediations) Provide a variety of enriching experiences at the appropriate age level. Instruct the individual of the appropriate behavior during new activities. Consistently reward age appropriate behavior to improve self concept. Discuss and instruct in alternative ways of reacting in specific situations as they occur.
7. Negativism -- (char.) Negativism is extreme and consistent verbal opposition to the suggestions, advice and directions of others. This way of responding may be a learned pattern of behavior resulting from experiences of having the things the child liked taken from him arbitrarily and capriciously; (remediations) Meaningless negativism can be ignored. Ignore the behavior but insisting on participation renders negative responses nonfunctional--unrewarding. If negative responses consistently go unrewarded, they will decrease in frequency and be eventually eliminated. Encourage and reward positive responses consistently.

Other characteristics or qualities exhibited by emotionally disturbed persons may include:

1. Verbal and physical aggression.
2. Disruptive group behavior.
3. Overcompetitiveness.
4. Sexual Deviations.
5. Psychosomatic complaints.
6. Chronic disobedience.

DEFINITIONS

Compulsion -- an act that is carried out, in some degree against the subject's conscious wishes, either to avoid the anxiety that would otherwise appear or to dispel a disturbing recurring thought.

Conversion -- a sensory or motor dysfunction which occurs as a symbolic expression of an unconscious inner conflict, e.g. temporary blindness, paralysis of a body part.

Obsession -- a thought, recognized by the subject as more or less irrational, that persistently recurs, despite the subject's conscious wish to avoid or ignore it.

Phobia -- the irrational intense fear of an object, act or a situation that is not realistically dangerous but has come to represent a danger.

Organic brain syndrome -- brain damage sustained during the birth process may cause behavior change. Many minor behavior deviations are directly related to brain disorders which escape detection.

Psychosomatic disorders -- repressed emotions are discharged through the internal organs causing symptoms of ulcers, constipation, heartburn, acne, eczema, backache - in addition to the primary emotional problem.

Anxiety -- a state of tension and distress akin to fear, but produced by the threatened loss of inner control rather than by external danger.

BEHAVIOR DISORDERS

"Behavior disordered" is primarily a term used in the educational system to denote individuals whose atypical behaviors in some way interfere with their own learning process or with their classmates' learning processes. In many cases, it is necessary to remove the behaviorally disordered (BD) child/teen from the regular classroom and place him or her in a special "BD" classroom.

When the BD child/teenager is at camp, we, as camp staff, are obviously less concerned with academic progress, and more concerned with management of behavior so that cooperative fun and learning may occur. There is much controversy over whether behavior problems set the stage for learning disabilities or whether frustrations stemming from learning disabilities lead to behavior disorders. Probably, both occur, and neither is as important as knowing that the two go together, e.g. "BD/LD".

Behavior disorders generally fall into two categories:

a. acting–out behavior, and
b. withdrawing behavior

As camp staff, we should try to respond to behavior problems by attempting to figure out the child's motives:

What does this person want? (why is he/she acting this way?) AND
How can I respond to his/her needs **without** reinforcing his/her difficult behavior?

Many times the best source of information can be the child/teen him/herself. Just taking the time to sit down and "rap" with the child/teen in a positive way can provide you with invaluable information concerning his/her feelings and reasons for his/her behavior.

Demonstrating your genuine concern for the child/teen can help you develop a positive relationship with the child/teen which can prove of value in helping the child or teen.

If the BD individual is attending camp accompanied by his/her classroom teacher, take time to find out "What has been tried in the past to assist this person?" Find out which approaches have worked and which ones have not worked. This can help you get some perspective on the depth of the problem and the alternatives available to you.

RECOGNITION

How does one recognize a BD child/teen?

The "acting out" and "withdrawing" dimensions are visible by these manifestations –

The BD child is oftentimes –

1. A Hostile Troublemaker
   a. provokes fights
   b. engages in fights
   c. calls peers names
   d. teases others
   e. excessive hostile comments
   f. damages/destroys the property of others
2. Disrespectful
   a. argues with decisions
   b. rude or impudent
   c. refuses to follow directions
3. Disruptive
   a. interrupts
   b. asks inappropriate questions; shouts out
   c. plays with inappropriate objects
   d. throws objects
   e. excessive touching of peers
4. Hyperactive
   a. fidgets and squirms in seat
   b. runs around the room while others are seated
   c. short attention span

5. Shy And Withdrawn
   a. does not interact with peers
   b. does not interact with adults
   c. plays alone
   d. rarely speaks
   e. passive
6. Too Dependent
   a. seeks excessive praise or encouragement
   b. curries favor
   c. seeks excessive help
   d. too compliant
   e. afraid to work on his/her own
   f. seeks excessive attention or approval
7. Too Emotional
   a. expresses excessive fear and worry
   b. laughs or cries inappropriately
   c. tantrums
   d. afraid of all new activities
   e. excessively angry comments or actions
8. Doesn't Pay Attention
   a. stares into space
   b. daydreams
   c. inability to follow directions
9. Sneaky And Dishonest
   a. cheats
   b. lies
   c. blames his/her actions on others
   d. steals
   e. mutters comments under his/her breath

Refer to the "Dealing with Behavior Problems" section of this manual for more pointers on working with the BD camper.

OLDER ADULT CAMPERS

Many campers who attend Camp Courageous are older – in the 50/60 – to 80 year age range. Most live in institutions, county homes, or group homes. A week at camp may be their only "vacation" all year, or the only extended time period they will spend away from their institutional home for a year or more. Camp is usually welcomed as a change of scenery, a chance to interact with new vibrant people, a place where every day is NOT predictable and that's what makes it so enjoyable. Some older campers are mentally handicapped in varying degrees; some are forgetful and senile. Some rely on orthopedic devices for mobility, others are quite capable. Some older campers are very mentally alert and full of zest for living.

As staff, our interactions with older campers should "reflect our understanding that older people have a potential for personal growth and development, a continuing capacity to learn. We should recognize, respect and encourage the utilization of experience, skill, ability and knowledge derived from the reality of living. Our programs must protect, proclaim, and maintain the adultness and dignity of older persons".

GUIDELINES FOR WORKING WITH OLDER ADULT CAMPERS

The following are some very general guidelines for working with older campers. Bear in mind that some campers are not physically or mentally handicapped at all – they come to camp because they live in a county home and they enjoy coming to camp. These guidelines are addressed more to the physically/mentally handicapped campers, although some apply to all by virtue of age:

1. Keep a slower pace. Walking long distances or on uneven terrain may be very difficult for the camper. Adjust your pace accordingly.
2. Respect and acknowledge individual health concerns which may require that programs be adapted or changed, yet use good judgement in discerning valid complaints and concerns from the hypochondriac's whining.
3. Involve your campers in program planning. Ask for input and follow-up with their suggestions. Their week's experience at camp should be tailor-made to fit them. Programs should include both the old and new – build on value systems of the past and build bridges to newer perspectives.
4. Many older adults were not brought up in an environment which encouraged artistic self-expression. Rather, it focused on the logical, traditional, and practical. Therefore, when planning and conducting these types of programs, (drama, dance, exercise, movement, etc.) focus on creating a non-judgemental environment; one in which the feelings of embarrassment for doing "silly things" is kept at a minimum.
5. Explain activities to campers beforehand. Let them know what to expect in terms they understand. Let them know where you are going, what you are doing. As always, show enthusiasm – it's contagious!
6. Set aside times during the day to have informal discussions on any topic of interest. Encourage the older folks to reminisce, tell about themselves and their childhood; their lives. Story-telling often releases and renews a person. As a younger person, you will learn a lot, too!
7. Allow opportunities for capable campers to participate in service-projects. Many adults want and need to feel that they are doing something useful for camp – provide them with opportunities to give of themselves in this manner.
8. Respect the older camper's wishes if he/she states that he or she does not wish to become involved in a particular activity, yet be cautious not to allow non-particiaption to become a repeating pattern, day-after-day, during their stay at camp.
9. Often, aging and retirement bring special problems to the aged person, namely loss of status in the community, social isolation and loneliness. As recreation workers we can help alleviate these concerns, at least temporarily, by offering the camper recognition for his/her accomplishments here at camp, and by becoming a friend to them and encouraging the development of friendships among members of camper groups. Also, praise group accomplishments.

10. Remember to be sincere in praising camper's accomplishments. Overpraising performance in any achievement can make the camper feel like he/she is put in a special category, segregated from realistic standards.
11. Doing things FOR older campers denies and negates any sense of self-adequacy the older adult has. Do not patronize; assist when help is truly necessary.
12. When the group is presented with a problem or dilemna, allow the group members to openly discuss a solution. Refrain from being too hasty with an authoritative leader-makes-the-decision approach.

GENERAL GUIDELINES FOR WORKING WITH SPECIAL POPULATIONS

1. Talk about the same things you would with any other person. A mental or physical handicap does not necessarily limit that person's interests or dampen his/her sense of humor.
2. Let common sense be your guide and you will never error seriously. The disabled are just like you. Their mental slowness and physical differences do not mean that they feel or think differently from others.
3. Relax. No matter what you do, if you are friendly and kind, the disabled person is going to like you.
4. Don't be sticky sweet. Be yourself.
5. Don't "hover". Handicapped persons do not wish to be treated as infants. They want and need respect and responsibilities.
6. Don't be afraid to occasionally share with your campers some frustration or sadness you are experiencing at the moment. A camper feels more like a friend if you open up and share with him or her, allowing him or her to show understanding and experience the joy of giving. Be genuine.
7. Resist the ever-present temptation to do tasks FOR the handicapped when they are struggling. Do not do the task FOR him/her unless you are certain that he/she is **incapable** of doing it him/herself. If he/she **is** able, wait for him/her to do the task. It may seem like forever, but there is no substitute for that individual's learning-by-doing and increasing independence.
8. Add "improvise" to your vocabulary and do not hesitate to do a little of it at camp.

DEALING WITH BEHAVIOR PROBLEMS

There is little anyone can say about discipline that can be taken as a rule of thumb. Every problem has to be dealt with individually. What would work in one situation may not work in another. This is intended only as a guide to help you consider possible ways to react to a problem.

In General:

1. **Good discipline** includes creating an atmosphere of quiet firmness, clarity and caring. Bad discipline involves punishment which is unduly harsh and inappropriate, and is often associated with verbal ridicule that attacks the camper's integrity.
2. **Campers want to be noticed and feel important.** It is your job to help campers get recognition in positive ways and to help them feel important. In this way the camper is less likely to seek attention in negative ways.
3. **Avoid sarcasm.** "Can't you scream any louder than that?" Sarcasm is hard for campers to understand and it usually makes them feel degraded and confused. The most likely reaction would be to get back at you somehow.
4. **Be consistant.** Do not promise or threaten anything that cannot be fairly carried on through. "If you don't pick up that plate right now, we'll just sit right here until you do!" In this power-play, you and your other campers might be the losers. The camper might realize he or she is preventing you and the others from getting on to other things and love the attention while challenging you to change your mind.
5. **Don't delay the consequences of mis-behavior.** Reaction to mis-behavior will not be effective with most of our campers unless it is immediate so the camper can connect mis-behavior to the consequences. Not letting the camper have desert at supper because he or she threw cookies at lunch is likely to cause more resentment than cure.
6. **It is not the camper you hate but the behavior itself.** Instead of saying, "you are really a pain," say "that kicking on the table is really annoying me." In this way the camper won't feel undesirable and threatened but will know that the behavior is.
7. **Avoid physical force whenever possible.** This only builds resentment and avoids the real problem. When you use force to get your way, campers learn you can get your way if you're bigger and tougher than the next guy. Physical force is advisable however if the camper has lost control or is endangering him/herself, others or property.
8. **Provide physical outlets.** Excess energy or tension needs constructive outlets. Physical activity can help avoid unappropriate behavior.
9. **Build a positive self-image.** Encourage campers to see themselves as valued and valuable people.
10. **Avoid competitive situations that can make a camper feel like a "loser".** The camper who always loses is more likely to feel the need to prove him/herself or seek attention in negative ways.
11. **Whenever possible, talk it out.** Encourage campers who are able to express themselves verbally. Show campers you respect them and their feelings and help them to understand yours.
12. **Gear activities to be appropriately challenging** for the group in an attempt to avoid boredom on the part of some participants. Boredom can lead to disruptive behavior.
13. **The camper is sometimes uncomfortable** with the ambiguity and inconsistency of a new environment with new leaders. The camper will usually test the limits of this new leader, forcing the leader to deal with many different kinds of behaviors. It is the **way** that you deal with testing behaviors both initially and continually that makes the difference between rapport and constant hassling in your interpersonal relationship.
14. **Recognize the fact that the camper may feel the need** to engage in a personal battle with you, as a staff member, not because he/she personally dislikes **you**, but because you are an **authority figure**, and in his/her mind all authority figures are treated alike. Accept the fact and move on.....
15. **Recognize that there is a natural need for body contact and wrestling** – not all body contact is aimed at purposely injuring others, it's part of joking around. Be careful not to "make a mountain out of a molehill" or "jump the gun" with reprimands.

16. **Rapport may be extremely difficult to attain with some children.** In any case, the child or teen must be told explicitly after a crisis situation that although his/her behavior threatens the enjoyment and learning of others, it will not be taken as a personal battle between him/her and the leader. This tends to put the situation on a more objective level. The leader has to permit testing within reasonable limits, but not let aberrant behavior go beyond established guidelines. In other words, do not wait until tempers flare and the situation is totally out of control before you step in.
17. **The leader should avoid getting into a "social drama"** with the camper by backing him/her up against the wall with threats that can't be fulfilled. You may end up losing the respect of others in the group. It's much better to speak to the camper in private and agree on some strategy that will result in your both being better able to work together.
18. **Facial expressions should be consistent with a verbal instruction.** It can be confusing to a camper if a smile accompanies a reprimand.

UNDERSTANDING THE REASONS BEHIND BEHAVIOR PROBLEMS

Remember that behavior is usually goal directed. Ask yourself why the camper is acting this way. Does he or she want attention, revenge, power, or a sense of importance? Is the camper feeling bored, angry, incompetent, neglected, confused or simply defiante? If you try to understand the "why" behind a behavior it is more likely that you will react in a constructive rather than distructive manner. It is also more likely when dealing with the root cause that the misbehavior will occur less frequently. Below are some examples of misbehaviors, the probable reasons behind them and possible reactions.

Behaviors: Noisy, shows off, restless.
Watches for your reaction.
Pretends not to be able to do things he/she can do.
Seems to do annoying things on purpose.

Probable reason: Attention-seeking.

Some possible reactions:
Give the camper more attention for positive behavior - as little as possible for misbehavior.
Give the camper an important task or role and help him/her earn attention in positive ways.
Re-direct camper's attention to something else.

Behaviors: Violent, sulks alot, verbally or physically hurtful of others.
Destroys things.
Seems to think "nobody can like me".

Probable reason: Revenge.

Some possible reactions:
Physical intervention to stop from hurting self or others.
Time-out to let things cool down.
If possible, talk about it when the time is right in a non-threatening manner.
This camper especially needs physical activities to channel energy and tension constructively.
Give the camper chances to accomplish something special without pressuring.
Give genuine praise for accomplishments.

Behaviors: Disobeys, defies authority, uses temper.
Trys to be the boss.
"You can't make me do anything" attitude.

Probable reason: Power.

Some possible reactions:
Try not to get into an "I can be just as stubborn as you" struggle.
Let him/her know his/her behavior won't work. Use natural consequences whenever possible: "If you're not dressed in time for breakfast, you'll have to miss it." or "If you can't stay with the group you'll have to walk behind me."
Give this camper a choice whenever possible. This seems less threatening or bossy than a direct order. "You can get in bed and quiet down or you can come in the middle room and sit by me," instead of, "Get to bed and be quiet."
Try to win the camper over with humor and concern but don't let the camper walk all over you. A superior or authoritarian attitude on your part will only aggravate defiante behavior.
This camper needs to feel important. Give him/her ways to feel important in a helpful manner.

Behaviors: Unmotivated, will not try.
Gives up easily.
Shy and a loner.

Probable reason: Feels inadequate.

Some possible reactions:
Find enjoyable things that the camper can succeed at and build up to more challenging activities.
Break activities down into smaller steps that are easier to tackle.
Emphasize the good.
Try to give more attention when they do participate than when they won't.
Be enthusiastic yourself so the camper will want to participate more.
Give choices.

BEHAVIOR PROBLEMS AND LOW–FUNCTIONING CAMPERS

Some severly mentally handicapped campers may be more prone to developing negative patterns of behavior such as tantrums, biting, scratching, self-stimulating behaviors or self-abusive actions such as biting, hitting or scratching themselves.

Normally, if the problem is severe, the parents or institution will have the camper on a particular behavior modification program. If so, you will be advised of the program and how to apply it.

Many times these behaviors are long-term and aren't going to disappear in a week.

In general, the severly mentally handicapped camper is not going to respond to time-out or a good talking to. They are most likely to understand immediate rewards for good behavior or immediate negative repercussion for bad behavior.

If a camper is throwing or ripping things, you might grab his/her arms tightly and say "No" in a stern voice. If he or she is scratching or hitting themselves the same would apply.

You can also try re-directing the camper's attention after negative behavior to something else.

A positive behavior such as chewing food better or not throwing food merits a positive reward such as "Good job" and a hug or a piece of favorite food.

Some of the higher functioning mentally handicapped campers may ask questions or indicate confusion about sexuality. Therefore it is important that the staff become aware of this possibility, be prepared to discuss if needed, and ask the Camp Director to assist in any further conversations.

Sex education is education about human sexuality, which is a process of learning about being male and female, about the totality of being human. Every individual's self-concept is inseparably connected to his or her sex and therefore to his or her development as a man or woman. For effective sex education these cannot be considered separately. Sex is not what a person **does**, it is what a person **is**.

In thinking of the mentally handicapped person as a complete individual, any discussion on sexuality must address itself to the interaction of the sexual, biological, psychological, and social influences in society. These interactions cannot be void of attitudes. Thus, any discussions of sexuality must always deal with the attitudes of both camper and staff member.

There are many reasons why the mentally handicapped need extra assistance understanding sexuality. For example, because of their limitation in deciphering the subtleties in "street talk", the mentally handicapped often need more help in understanding the complex components of being a sexual human being. The following are other reasons why the mentally handicapped need sex education.

1. They usually have limited opportunities for social development – group activities, social outlets, recreation – because of their handicap and environment. Thus chances to observe, develop and practice social skills are often limited or nonexistent.
2. Because they are often deficient in reasoning ability, it is very difficult for them to distinguish reality from unreality. They are more likely to believe myths, untrue stories and are more likely to be frightened and confused by them.
3. It is commonly acknowledged by those developmentally disabled that they are more vulnerable to being sexually exploited than the non-handicapped.
4. Many will do whatever is asked of them without questioning, usually from a desire to please or because they are so suggestible and dependent on others.
5. The mentally handicapped often have difficulty controlling their impulses. This spontaneity can be delightful or it can be very inappropriate.
6. Many have difficulty predicting the consequences of their behavior.
7. Of the legal charges lodged against mentally handicapped people, almost one-third are sexually related. The offenses committed are usually of a fairly harmless character, such as public masturbation or indecent exposure.

Therefore it is our responsibility to be open and honest in our discussions on sexuality. Following are some possible problems that may occur.

1. A camper is masturbating in gym. Staff will attempt to get the camper involved with the activity and therefore keep him/her busy. This may suffice. If the masturbation is a repetitious problem, staff can explain to the camper that it is inappropriate to do this in public. Remember not to over-react and to be calm in dealing with the camper. Never make the camper feel bad or guilty.
2. A camper decides to urinate on the lawn in front of the lodge. Simply escort camper to bathroom and explain the inappropriateness of this action.
3. A camper constantly hugs and kisses everyone in sight. Help the camper limit this behavior to a handshake or one quick hug depending on the camper.
4. A camper says he/she is "in love" with a staff member. Discuss the difference between love and friendship. We are all friends here at camp.
5. A camper makes suggestive remarks about another camper or staff person. This is most likely an attention - getting device. Ignoring a periodic rude comment may be the best recourse. Otherwise frankly and openly asking the camper to refrain from such language while at camp may be needed.

These are just a few of the possibilities concerning sexuality. Always remember to be objective about an action or remark. It is the behavior that may be inappropriate, not the camper. It is best to refrain from being judgemental in all cases. Here at Camp Courageous of Iowa, the Camp Director will be the facilitator of any in depth discussion on sexuality. If an individual camper or group of campers indicate a need to talk about sexuality, contact the Camp Director to set up a time.

A. GENERAL CAMPER CARE

1. GENERAL HYGIENE

Personal care of campers comes first, before breakfast or program activities in the morning. This includes washing up, brushing teeth, combing hair, shower for bedwetters, and shaving when needed.

2. SKIN CARE

During dressing or undressing and showers, is a good time to check campers for scratches, bruises, red spots, rashes, ticks, etc. This is especially important for campers with wheelchairs or braces of any sort and campers who use diapers. Anything unusual should be reported to the Nurse and she will advise you of any special skin care.

In general:

1. Campers in diapers should be kept as clean and dry as possible. Light applications of powder or cornstarch helps.
2. Keep an eye on parts of braces or wheelchairs that may cause skin irritation.
3. On more obese campers, areas under breasts, between thighs, and under skin folds should be checked for irritation and light application of powder or cornstarch used as needed.
4. Guard against the possibility of sunburn and bug bites. Use brimmed hats, long sleeves, sunscreen or mosquito repellent when necessary.
5. Rubber mattress covers must be kept on mattresses at all times. Clean ones must be applied at the end of the week if the camper was a bedwetter or had extreme body odor or poor hygiene. All mattress covers and pillows must be sprayed with a disinfectant between camper use.
6. Sheets and pillow cases are changed for each new camper group and should be changed as needed for bedwetters or campers with poor hygiene.
7. It is a good idea for Counselors to wash all exposed areas on their campers after returning from a hike where exposure to poison ivy or poison oak was possible. Detergent is kept in both cabins for this.
8. Campers with very dry skin are encouraged to use lotions and vaseline. Use soap as little as possible as this increases dry skin, in these individuals.
9. On obese campers, those who wet day or night, are in diapers, or have skin irritation due to physical positioning, wheelchairs etc. it is of utmost importance to wipe these areas with a wet washrag and dry them thoroughly with towel or hairdryer to prevent unnecessary irritation.

3. SHOWERING

1. Camp shampoo should be used only for those campers who haven't brought their own.
2. Camp soap is provided in the cabins and should be used on all campers unless otherwise instructed.
3. Campers in wheelchairs or those very unsteady on their feet, generally are given showers in a shower chair.
4. When transferring campers in and out of the shower chair, be sure to apply the brakes. For added safety, have another staff brace the chair or place it against the wall. Always fasten the seat belts on the shower chair.
5. Supervise or assist campers in showers as needed, being especially sure their private areas are properly cleansed.

4. TOILETING

1. It is the Counselor's job to monitor bowel movements and record them on a sheet provided in the cabin. Explain this to higher functioning campers and encourage them to let you know when they have had a bowel movement, or mark it on the sheets themselves. Observe when lower functioniong campers have a B.M. and record it. Give campers the time they need for this.
2. It is also important to monitor voiding. Some campers need more privacy than is provided in the cabins. Time is also important. Some campers need more time than others

or specific times, such as after meals or every two hours. The Nurse will inform you if your camper has a special toileting program.

3. Camp has urinals and bedpans in the cabin for use when needed. It is important that these be washed thoroughly after every use.

5. **MEALTIMES**

1. All menus served at camp have been reviewed by a dietician for good nutrition. When supervising meals see that campers eat sensibly. Campers should eat a variety of foods, not just their favorites. Guage the amount of food accordingly for the size of the child.
2. Keep an eye on campers who tend to overeat and encourage those who eat little.
3. To help prevent choking, be sure campers chew their food well. Campers who have difficulty chewing should have small pieces and softer food. Watch for campers who stuff food in thier mouth but don't chew or swallow correctly.
4. Make sure that you understand any special diets the Nurse informs you of. Help campers follow these as closely and tactfully as possible. A list of campers with special diets will be posted near the serving window. Following is a list of general recommendations for special diets.

DIET RECOMMENDATIONS FOR CAMP COURAGEOUS OF IOWA

CALORIE RESTRICTIONS

We feel camp is a time of enjoyment, so we are not overly strict, but we do need to supervise campers who are on limited diets.

1,000 – 1,200 cal/day

Limit food to one serving of each item.
Desserts, only if low calorie, fresh fruit, or special occasion.
(May have small amount if group is having a snack).
Use tea or water for any seconds on liquids with meals.

1,500 – 2,000 cal/day

One serving only of high calorie foods - (carbohydrates).
Small desserts.
May have seconds of very low calorie foods.

RESTRICTIONS WITH HYPERACTIVE CHILDREN

Limit foods containing artificial coloring, flavoring or preservates.
Example: Koolaid, tea, coffee, jello, apple cider, apples, oranges, catsup, aspirin.

SOFT DIET

All foods easily mashed with fork or very tender, small pieces of food – may have to grind some meat.

GROUND DIET

All foods easily mashed or soft, tender small pieces – will need to grind meat in blender to consistency of fine hamburger.

BLAND DIET

Limit: Spices, cabbage, lettuce, pickles, sourkraut, corn, fried foods, and relishes.
May have coffee or tea if deluted with much milk.
No nuts, popcorn – extremely hot or cold beverage.

SODIUM RESTRICTED DIET (Low Salt)

No added salt on food at table or on popcorn (may have plain).
No cold meats, hotdogs, potatoe chips, sourkraut, or dill pickles.

DIABETIC DIETS & OTHER SPECIAL DIETS

Counselor is to check with the Nurse before any meals!

HIGH FIBER DIET

Use a supplement of bran, carrots, apples or oranges at breakfast & supper. Also encourage 2 glasses of liquid at meals and one in between meals.

M.H.

5. Many campers need more liquids than usual when active at camp, especially during the summer. Take time to encourage liquids at meals and at breaks between activities. Water is served at meals (lunch and dinner) and should precede the other beverage. Encourage juice before milk at breakfast.
6. When planning cookout meals be aware of good nutrition, and include foods from each of the four basic food groups. Serve fruit with the meals as opposed to after the mail course when most campers are too full. Counselors should confer with the Nurse if they have any questions about special diets for cookout meals.

6. CAMPER ILLNESS

If any of your campers complain of not feeling well, show signs of illness, or exhibit behavior unusual for them, bring this to the Nurse's attention right away. Some signs may be, pale or flushed skin, unusual sweating or dry, hot sking, runny nose, poor appetite, unusual thirst, loose stools, extreme fatigue or irritability. Counselors are with their campers the most and are often the first to notice anything unusual.

The Nurse is responsible for treating ill campers, but there are several ways Counselors can help:

DIARRHEA

Campers should not eat large amounts of food, especially roughage and spicey foods. They should eat only small amounts of easily digestable foods (applesauce, crackers, bananas, soup, potatoes, toast, tea). Drinking adequate amounts of liquids (8-12 glasses per day) is very important.

VOMITING

No food or liquid is given until it subsides, then resume with sips of liquids. If this is tolerated slowly resume a regular diet.

NAUSEA – UPSET STOMACH

Give no food, or only small amounts of easily digestable foods. Liquids such as tea or pop may be tolerated.

CONSTIPATION

Encourage 8-10 glasses of water and juice each day. Give food high in bulk and fiber such as bran, fresh fruits and vegatables. Allow specific times each day with adequate privacy for bowel movements. Encourage exercise.

HEARTBURN, GAS

Have the camper eat smaller amounts of food and increase the intake of water. Stay away from spicey, roughage foods such as onions, cabbage, and beans.

SORE THROAT

Assist the camper to gargle 3-4 times per day with warm salt water. Offer frequent drinks of liquid.

COLD, CONGESTION

Encourage rest, proper dress for the weather and large intake of fluids. Help campers to wipe their noses and cover mouths when coughing.

FEVER

Encourage fluids and rest. Do not use excessive clothing or blankets.

HEADACHE

Assure rest and relaxation. Massage their scalp and neck.

RASHES

Discourage campers from scratching, rubbing, or picking at them. This will help prevent more irritation and spreading. Keep skin clean. Small amounts of corn starch and exposure to the air and sunlight often help.

EARACHE

Keep the ears covered on windy, cold, damp days.

NOSEBLEED

Keep the camper quiet and in a sitting position. Pinch the nasal septum till bleeding stops.

FOREIGN OBJECT IN EYE

Do not allow camper to rub eye. Encourage them to keep it closed until the Nurse can check it.

ATHLETE'S FEET/JIM WARTS

Keep feet dry and clean. Have the camper wear stockings every day (white ones are the best). The camper should wear thongs while showering or on the pool deck. Be sure they dry between the toes and the area is kept as dry as possible. Foot powder helps here.

7. **CAMPER INJURY**

Any and all injuries are to be reported to the Nurse as soon as possible. Accidents to report immediately are; animal bites, head injuries, possible sprains or fractures, profuse bleeding, seizures, or poisoning. One person stays with the camper and the other notifies the Nurse. If you have any doubts about an injury, call the Nurse. If you perform first-aid on a minor injury, report it to the Nurse when back to camp so she may re-evaluate it and perform further treatment if needed.

SWIMMING

The Nurse will accompany the group when the whole camp goes. Sunscreen or protective clothing (T-shsirts) must be used. Counselors must check the swimming list for campers not allowed to swim or dive, or who need special prevention measures. (life-jackets, seizures, ear plugs)

DIABETIC CAMPER – See 9.b.10.

CONVULSIVE DISORDER / EPILEPTIC CAMPER – See 9.b.1.

B. **NURSING POLICIES**

1. **REGISTRATION**

The Nurse will be in the lodge on Sunday. Each camper with his/her parent or guardian is to see the Nurse to clarify questions about health concerns, medications to be given or special treatments.

It is important for the Counselor to note any cuts, bruises, pressure skin sores, or injuries the campers come with and report them to the Nurse for treatment and documentation.

When campers come in large groups the individuals in charge must stop in to see the Nurse.

2. **CAMPER MEDICATIONS**

Medications are passed by the Nurse at mealtime and bedtime unless specifically requested to be given at other times. On trips away from camp, the individual in charge is responsible for distributing the medications as prepared and instructed by the Nurse. If there are any errors made, either in packaging or giving medications, the Nurse is to be notified immediately.

3. **CAMPOUT SLIPS**

Counselors must fill out nurse campout and cookout slips and put them in the Nurse's office Sunday night. This is to cover outings where campers will be away from the lodge and cabin area for meals or overnight. If medications are to be given at special times the Nurse will inform you at planning meetings so additional slips can be completed. To be included on these lists are the campers' and counselor's names, location, dates and time your group will be gone.

4. **INCIDENT REPORTS**

For insurance purposes, an incident report is completed whenever an individual injures themself while at camp or on a camp outing. The person who witnessed the incident should bring the injured person to the Nurse for treatment. At this time the witness is to fill out the report and sign it (in ink). The Nurse will add a medical assessment and treatment completed. The insurance company must be notified by the Nurse, individual in charge, or Business Manager within 24 hours of an injury.

5. **CAMPER EVALUATIONS**

These are done on all campers staying one or more weeks. They are to be completed and returned to the Nurse's office before Saturday morning. They serve as useful guides for Counselors dealing with the same camper in future camp sessions.

C. **FIRST-AID**

1. **FIRST-AID KITS**

First-Aid kits for hikes, caving, canoing, campouts, or primitive trips away from camp are in the Nurse's closet. The Nurse will take their first-aid kit when accompaning the entire group on an outing.

FIRST–AID KIT CONTENTS

Gauze Compress	Ointment for burns
Roller Gauze	AqZepherin or Peroxide
Bandaids	Soap - Fels Naptha or detergent for poison ivy
Gauze 4 x 4's	Hand Soap
Telfa Pads	Caladryl for rash or insect bites
Tongue Depressors	Vaseline
Cotton Balls	Tweezers
Q-tips	Triangular Bandage
Adhesive tape	Safety Pins
Whistle	Toliet paper
Candy for diabetics	Sunscreen and Insect repellant

In the Campsite boxes are toilet paper, insecticide, and detergent (for soaking pots and pans to prevent bacterial growth).

Canoe First-Aid kit contains the same as the hiking kits p'us: Aspirin or Tylenol, throat lozenges, decongestant, allergy tablets, antiacid, Pepto Bismol, anti-bacterial ointment, bee sting kill, snake bite kit and medicine cups.

2. **FIRST–AID PROCEDURES**

Any First-Aid administered must be reported to the Nurse upon return to camp.

a. **POISON IVY**

This usually appears shortly after exposure, but it may not appear for 24-48 hours.

1. Remove contaminated clothing and wash all possibly contaminated body areas with detergent (or Fels Naptha soap) and water. These are found in the First-Aid kits, cabin or Nurses's office.
2. Take clothes in a separate marked container to the laundry room and relate exposure to P.I.
3. Apply caladryl lotion.
4. For prevention be sure all Counselors and campers wear long pants, shoes and socks on hikes or campouts where you may be off the main trail

b. **INGESTED POISONS**

Keep **all** shampoo, cleaning supplies and other potentially harmful substances **locked** in the middle closet of the cabins.

1. If you are reasonable sure the camper has ingested something poisonous, dilute it immediately by giving the camper 1 -2 glasses of water or milk.
2. Find the container.
3. Seek help immediately! Notify the Nurse, or in her absence call **Poison Control** (1 - 800 - 228 - 9515 listed on Nurse office phone).
   Have the following information to give them:
   - what was ingested, approximate time and amount
   - camper's approximate age and wieght
   - any sign's camper is exhibiting such as fatigue, vomiting, difficulty in breathing.
4. Follow treatment prescribed by poison control
5. If the camper is vomiting, unconscious or convulsing do not give them anything by mouth. Position their head to the side or on their stomach to prevent reingesting or inhaling of the poisonous substance.

c. **HEAD INJURIES**
1. Check for bleeding and put light pressure on the wound.
2. Check immediately for level of consciousness asking them a question or calling their name.
3. Keep them lying still and check for blood or clear yellowish fluid in the ears and nose.
4. Get the Nurse and have one person (staff member) remain with victim.

d. **CUTS, BRUISES, ABRASIONS**
1. Stop the bleeding from a cut by applying direct pressure. When the bleeding has stopped, if the cut is small, cleanse it. If the cut is deep, apply continuous pressure and seek help.
2. Cleanse an abrasion (scrape) with soap and water.
3. Apply ice to a bruise using an ice pack from the Nurse or a plastic bag if on a campout. Be careful to place a towel between the plastic bag and the skin in order to prevent frostbite. Report all of these to the Nurse as soon as possible.

e. **SUNBURN**

Many of the campers do not get out in the sun often. There is sunscreen preparation in all of the first-aid kits. Use it as well as the hats that are available. Report all sunburns to the Nurse. Take light weight T-shirts to the pool for all light-skinned campers.

f. **BURNS**
1. Dip the burned area into cold water immediately.
2. For mild burns apply burn ointment and with more severe burns, report to the Nurse immediately.

g. **HEAT EXHAUSTION**
1. The body temp is nearly normal
2. The skin is pale and clammy.
3. There is profuse perspiration
4. They may complain of headache, dizziness, or feeling faint. Have them lie down with their feet up and apply cool packs. Get the Nurse. If they are conscious, encourage drinking cool liquids. Remove any excess clothing.

h. **HEAT STROKE**

Heat Stroke is very serious. The elderly and small children are most susceptible.
1. The body temperature is very high – possibly as high as 106.
2. The skin is very hot, red, and dry. (The sweating mechanism is blocked.)
3. Unconsciousness may occur.
4. Get the Nurse immediately. Begin to cool the victim by sponging their body with cool water.

i. **SEIZURES** – See b. # 1. – Page 44

j. **BEE STINGS**
1. Remove the stinger if possible being careful not to squeeze additional venom into the skin. A good technique is to use a flick with your fingers.
2. Apply ice or a baking soda paste to the area. (The canoe and primitive first-aid kits have bee sting kill swabs in them to use.
3. Observe for any signs of an allergic reaction such as excessive swelling itching, or difficulty breathing. Notify the Nurse immediately if these begin.

k. **TICKS**
1. Cover them completely with vaseline or mineral oil. This should cause them to disengage and make removal possible with a tweezers. Be sure you get all the parts.
2. Wash the area well with soap and water to prevent infection.
3. Report removal to the Nurse when back and check other campers.

l. **SNAKE BITES** – Prevention!
1. Watch the path. Use a stick to poke through clumps of weeds.
2. Wear high top shoes. (Boots best)
3. Don't step over logs or large rocks if you can't see over them. Step on the log first then go over.
4. Don't reach above your head and put your hand in crevices while climbing.
5. Wear heavy gloves before cleaning up firewood, lumber piles, or brush piles. Use a piece of lumber to poke thru brush piles first.

IF YOU GET BITTEN!
1. Get the Nurse or person in charge immediately.
2. Don't waste time looking for the snake. Look for fang marks – poisonous snakes have them in this area.
3. Keep the victim quiet and the limb immobile.
4. Keep the affected limb lower than the heart. Apply cool compresses.
5. Note the time of the occurance. The Nurse or individual in charge will complete further treatment.

m. **SPRAINS OR FRACTURES**
1. It is sometimes possible to hear the bone snap in a fracture or see an obvious deformity.
2. Keep the victim quite.
3. Immobilize the affected area with a splint.
4. Notify the Nurse and get help to transport the victim back to camp with a stretcher or wheelchair.
5. If it is a compound fracture (bone through the skin) apply gentle pressure to the area to control bleeding, do not reposition the affected area. Be alert for signs of possible shock and notify the Nurse immediately.

n. **DROWNING**

There will be some retained water in the stomach and lungs of most drowning cases. Do not waste time trying to drain water out of the victim.
1. Begin artificial respiration immediately if there is no breathing, even before victim is out of the water if possible.
2. If the victim's heart has stopped, CPR – cardiopulmonary resuscitation, will be needed once you are on solid ground.
3. Be alert for vomiting while performing mouth-to-mouth.
4. Never discontinue artificial respiration or CPR once it is started, unless the victim resumes breathing and has a heartbeat, someone more qualified than you takes over, or you are too exhausted and cannot continue.
5. If the victim resumes breathing keep them lying flat, or with chest and head slightly elevated and supported. Keep them calm, quiet, and covered to maintain their body temperature.

6. Due to extreme electrolyte imblance with large quantities of water intake, be alert for signs of shock or repeated cardiac arrest.
7. Here at Camp Courageous of Iowa always send help to notify the Nurse, Camp Director andambulance immediately.

o. **HYPOTHERMIA** – Prevention!

Be sure to dress properly for the weather, keep clothes dry, and take along extra dry clothes for overnight trips.

1. Remove wet clothes, Increase the body temperature by:
   a. warm room
   b. dry clothes
   c. warm liquids
   d. extra blankets
   e. your own body heat if needed.
2. Get to the Nurse as soon as possible.
3. Be alert to this condition on windy, damp days and with cold weather.
4. Be alert to signs of shivering, confusion, and extreme fatigue. This indicates the body temperature is not coming up or is falling and is very serious.

p. **FROSTBITE**

1. To prevent be sure campers are dressed properly and clothes remain dry. Several layers of loose clothing is best to maintain body warmth.
2. When able to keep the area warm, immerse the affected area in luke warm water and continue adding warm water as the victim tolerates. Do **NOT** rub the affected area or re-expose it to the cold.
3. Get the Nurse and transport the victim back to camp as soon as possible.

q. **FAINTING**

1. Try to break the individuals fall to prevent injury.
2. Lie the victim flat and elevate the feet and legs only.
3. Keep the victim warm – allow them to get fresh air (avoid a crowd around them).
4. Have someone stay with them and send someone else to get the Nurse.

r. **SHOCK**

This is the body's response to a decreased volume of circulating blood. Causes may be from external or internal bleeding, extreme fear or pain, extreme heat or cold, internal infections or severe heart problems.

1. Keep the airway open – monitor for breathing.
2. Control hemorrhage by suing direct ressure to the wound, or brachial or femoral pressure points.
3. Have the victim laying horizontal and keep their legs straight. Elevate the legs 20 - 30 degrees. Do **Not** elevate the head.
4. Keep the victim warm, but do not apply excessive covering. Do **Not** cause sweating.
5. If the victim is conscious, comfort and reassure them.
6. Stay with the victim – send for the Nurse immediately.

3. **CPR – CARDIO PULMONARY RESUSCITATION**

4. **CHOKING PROCEDURES**

5. **ARTIFICIAL RESPIRATION**

These are specifically taught each inservice session by the Nursing Staff with the necessary handouts provided.

Archery: Program includes basic instruction on skills and safety, score keeping and target making.
Arts and Crafts: A comprehensive program dealing with both short term and long term activities from leather work to wood working to nature crafts.
Canoeing: Activities begin with basic paddling instruction. Our canoeing progression begins with canoeing on a 24 acre lake, then perhaps a 3 hour float trip on the Maquoketa River, and finally an overnight canoe trip on the river.
Caving: (Spelunking) An excellent beginner cave for all campers is only a hike away from camp.
Confidence Course and Group Initiative Games: This activity is similiar to a group obstacle or stress challenge course where group cooperation and problem solving is emphasized. Ten stations are geared to all ages and ability levels.
Creative Dramatics: A light "free spirit" activity, that can be used during inclement weather, or as an excellent transitional activity. Activities range from non-threatening group pantomimes and fantasy play to advanced forms of creative expression.
Cross Country Skiing: Our trails in the pines will give many the opportunity to enjoy America's fastest growing winter sport. Let it snow!
Environmental Education: Use of our telescope and microscope along with river study, and conservation practices are intellectual challenges for many.
Evening Activities: An assortment of activities including hay rides, square dancing, new games, song fests, rhythm bands, seasonal activities, plus many other options are available.
Farm Experience: An activity that allows the camper to play the "life of a farmer". This includes the care and feeding of animals such as chickens, ducks, rabbits, goats, and sheep.
Fishing: Basic instruction, safety skills are explained either at the lake or on the river.
Gardening: Mostly spring and summer activities where campers actually plow, plant, tend, and harvest crops.
Gym Activities: Use our cage ball, trampoline, and other gym equipment for individual or group games.
Hiking: Activities range from short one-hour trails to longer day-long overnight trips.
Ice Skating: We can ice skate by sun light or moon light.
Map and Compass: Activities range from simple map making and reading to a challenging orienteering course.
Nature: Activities are based on natural awareness and experiential outings that are called acclimatization. Very active or passive and reflective, these activities heighten one's appreciation for the natural world.
Outside Cooking: Learning to build a campfire and preparing your meal makes eating this delicious food all the more fun.
Overnight Camping: Tents, primitive shelters, hammocks, or simply sleeping under the stars take place on camp property.
Rock Climbing and Rappelling: A very challenging yet very safe activity that can be geared up or down according to the level of the group.
Sledding: Little slopes and steep hills make for good sledding.
Snow Shoeing: A great chance to take a hike in the snow as the Indians did.
Sports and Games: Large group activities, volleyball, basketball, and parachute games are a few possibilities.
Swimming: Our new therapeutic indoor pool is ideal for small group instruction.
Wild Edible Meals: Gathering wild fruits, greens, berries, and nuts to supplement outdoor meals make a hike all the more fun.

SUMMER AND FALL DAILY SCHEDULE

7:30 a.m.	Rise – Camper care – Clean cabins
8:30 a.m.	Breakfast
9:00 a.m.	Sing around fireplace
9:15 - 10:15 a.m.	Program Activities
10:15 - 11:15 a.m.	Program Activities
11:15 - 12:00 a.m.	Program Activites
12:00 noon	Lunch
12:30 p.m.	Songs
1:00 - 2:00 p.m.	Rest hour
2:15 - 3:15 p.m.	Program Activities
3:15 - 4:15 p.m.	Program Activities
4:15 - 5:15 p.m.	Program Activities
5:30 p.m.	Supper
6:30 p.m.	Songs or Free time
7:00 p.m.	Evening Program
8:30 or 9:00 p.m.	Campers in Bed

The following Leadership Techniques are important to a Leader:

1. Knows what he/she is going to say and do before coming before the group. Is prepared.
2. Speaks clearly and distinctly. Speaks as though he/she expects the group to listen, and they usually will.
3. Is in a position where all the group can see and hear.
4. Secures the attention of the group before starting an event by raising hand, blowing a whistle or speaking quietly until the group quiets down.
5. Demonstrates as well as describes an activity but believes individuals have "fun in doing" so gets them into the activity quickly.
6. Established rapport at this first appearance. This is often done by a story, a joke, or with an event which captures attention and sets the tone of the event.
7. Develops and works according to plans but is still flexible and willing to modify plans to fit the mood and tempo of the occasion. Has more events planned than he/she will need. This gives him/her confidence.
8. Does not have fun at another's expense; does not exploit another's gullibility. It is just as much fun to use a willing, but wise, stooge.
9. Keeps the group playing. Avoids activities in which there are too many dropouts, or games in which too few are occupied. If he/she chooses an event that involves only a few, he/she makes sure it has entertainment value for the spectators.
10. Does not choose sides for he/she knows how it feels to be the last one chosen. Uses some automatic and impersonal device for dividing the groups.
11. Saves time by avoiding awkward shifts from one formation to another. Works out a sequence so that games requiring the same formation are bracketed and so that shifts from one game to another involve the least change and movement.
12. Uses assistants. If an activity is at all complicated and calls for instruction, he/she trains a team of helpers in advance and distributes them among the group.
13. Rehearses. After planning the program, he/she gives it a trial run working out unsatisfactory parts and anticipating all possible situations. Rehearsals can be as much fun for the committee as the party itself.
14. Is ready. Avoids fumbling, stalling and indecision by jotting down the order of events on handy-sized cards. He/she believes the group will follow the leader who knows where he/she is going.
15. Stops the activity while it still has zest, while the group still wants to play it, knowing that he/she can use it again and that the group will not be too fatigued or disinterested in the next activity.
16. Has an ending. Believes a short social event is preferable to one which is artifically drawn out. Ends with a strong finale.

A leader is best
When people barely know that
he exists
Not so good when people obey
and acclaim him,
Worst when they despise him.
Fail to honor people,
They fail to honor you.
But of a good leader, who talks
little,
When his work is done, his
aim fulfilled,
They will all say,
"We did this ourselves."

Lao Tsu

Archery is a skill sport and a fun recreational pastime. Campers at Camp Courageous of Iowa are introduced to the care and use of equipment, proper shooting technique, safety considerations, storage of equipment and scoring procedures.

GOALS OF THE ARCHERY PROGRAM

1. To introduce or renew interest in the sport of archery.
2. To have the camper understand techniques and rules of archery; to improve technique.
3. To promote a success experience for campers by assisting them in hitting the target.
4. Through this success experience, to promote camper self-esteem, self-confidence and fun.

EQUIPMENT AND TERMS USED IN ARCHERY:

1. **arm guard** – leather protective device worn on the lower bow arm to prevent string abrasions.
2. **bow arm** – the arm, the hand of which holds the bow during shooting.
3. **cock feather** – feather on the arrow which is set at right angles to the arrow nock, generally of a different color than the 2 other feathers on the arrow.
4. **draw** – to pull back the bowstring.
5. **nock** – groove in the end of the arrow for the string. To "nock" an arrow means to place the grooved end on the string.
6. **over-drawn** – an overdrawn arrow is one where the point is within the curved section of the bow.
7. **quiver** – holder for arrows and bows when not in use.

ARCHERY PROCEDURE

1. Make sure **all campers** except the one shooting are seated at least 6 feet behind the firing line.
2. Check all equipment for damage before use. String bows. If wearing a short-sleeved garment, put an armguard on forearm of bow arm.
3. Archer stands ready for shooting with the body at right angles to the target, feet straddling the firing line.
4. Nock arrows, draw bow, shoot.
5. After shooting his/her arrows, each archer will place bow in the quiver. Do not drop bow on the ground.
6. Walk to retrieve arrows. Place one hand on the target and the other close to the point of the arrow. Draw out arrow at the same angle that it entered the target.
7. Wipe off arrows before re-shooting. Inspect for cracks and breaks.

SAFETY RULES AND TECHNIQUE

1. Remember that **no one** should step in front of the firing line until after the signal is given to retrieve arrows.
2. Do not fire bow without an arrow in it ("dry firing").
3. No one should wear thin-soled shoes or thongs on the archery range.
4. Never point an arrow anywhere except at the target.
5. Do not run to or from retrieving arrows. **Walk**. Do not carry bow when retrieving arrows.
6. Make sure campers do not jerk the bowstring away from their faces and release it toward the face.
7. Make sure elbow of the bow arm faces down so that the bow string will not hit elbow when released.
8. Make sure campers do not place index finger of the bow hand over the arrow when shooting.

9. Make sure arrow is not slanting upward or downward from the nocking point.

Scoring points in archery should be the camper competing against his/her own previous best scores. Competition between campers should be kept at a level which allows the sport to be enjoyable and creates good feelings among participants.

A comprehensive program of short and long term hands on activities with an emphasis on sensory experience and/or the use of materials found in nature.

OBJECTIVES

1. To provide a unique and rewarding crafts experience for the camper.
2. To promote creativity and self-esteem through completion of a successful project.
3. To help campers understand the technique and process involved when making individual craft projects.
4. To help develop fine-motor skills and coordination.
5. To provide a source of sensory-stimulation.
6. To compliment nature program by using natural materials whenever possible.

ART AND CRAFTS SAFETY RULES

Art and Craft Building. The craft shed will be closed at all times and be secured with a hook. Inside all toxic materials such as glue, paints, soap flakes, etc. will be placed on the shelf above the door or across from it at the other end. Scissors and paper punchers will be placed on a nail high above the reach of a child. Tools such as nails, hammers, and saws will be kept locked up inside the maintenance shed.

Supervision of Tools. The individual will be supervised when using any tool. Scissors will be used only for cutting the appropriate materials. When not in use they will have the blades closed and scissors will be carried with the point downward. Nails will be carried only after they are placed in a sturdy container and they will be the only object which the child can carry. Hammers will be transported with the head downward. An individual may carry only one knife and the blade must be downward. The same rule applies to saws. Hot wax will be transported only by the couselors. Hot irons and hot woodburners will have the same rule applied to them. Good judgement will be exercised at all times.

Plaster Paris. Plaster paris will be mixed by a counselor or if a camper mixes it, then with close supervision.

Wax. Wax is used for many crafts particularly candles. Wax should be melted in a leak proof container which is then placed in a pan of water. Only campers with a very high functioning level will be allowed to pour wax. When the wax is being poured others in the area will stand back. Also wax will be melted only over a fire outdoors.

Baking. Hot mitts will be used when putting pans onto or taking pans out of the oven. Campers may assist with close supervision.

Glues. When using glues exercise caution so the child does not put glue into the mouth. Wash hands after using glues.

Woodburners. After the woodburners are plugged in, make sure they are leaning on a surface that will not melt or burn. Also supervise so campers do not touch them. Use with close supervision. Campers should hold only the black part never touching the white or gold. After usage unplug and place out of reach until they cool. Then return to storage.

Use of Fires. Sometimes an open fire is needed to do a craft such as batiking to melt wax. A counselor should light the fire unless the camper is capable. Then make sure none of the campers wander around the fire. When you are through with the fire put it out immediately. Stir up the ashes to make sure the fire is cold.

String Art/Wire Art. When doing string art have close supervision of camper's use of nails. Make sure they are kept in the container until used. Supervise the pounding in of nails. For wire art, supervise the cutting of wire and make sure it is cut away from the body.

Spray Paints and Paints. Spray paints should have their caps on and not be in reach of campers. When using make sure it is pointed away from the camper and spray only in a well ventilated area.

For other paints make sure there is proper ventilation. Supervise the use of paints. When not in use keep the caps on.

General Rules. Always supervise and exercise caution and good judgement.

ARTS AND CRAFTS ACTIVITIES – (See activity card file in library for descriptions of these and other arts and crafts activities.)

LOW FUNCTIONING
- finger-painting
- edible clay
- body painting
- sand painting
- pine-cone bird feeders
- soap crayons
- pudding art
- knox-blocks play

MODERATE TO HIGH FUNCTIONING
- seed art
  - mosaics
  - jewelry
  - seed and pod people
- nature mobiles
- cornhusk art
- make a vest, hat, sandals
- sand layering
- build a city
- mood painting
- natural dyes
- woodworking projects
  - plaques
  - birdfeeders
  - nature windows
  - wood collage
  - candle holders
  - me boxes
- plaster plaques
- masks
- plaster casting
  - animal tracks
  - leaves
  - pine cones, needles
  - weeds, flowers, etc.
- memory book
- nature-tile plaques
- wood chip mosaics
- wishboats

- nature weaving
- natural paints
- puppets
- kites
- moss men
- decoupage
- batik
- string art
- crazy creatures
- pea and toothpick building
- terrariums
- creative cages
- butterfly net
- tye-dye
- flower drying and pressing
- nature's texture collage
- scratch and sniff

HIGH FUNCTIONING

- godseyes
- sachet bags
- wax-leaf jewelry
- racing spools
- pocket parachutes
- woodburning
- scenic diarama
- nail mosaics
- weaving on a loom
- beading
- bean or seed layering
- birdseed squiggles
- rock collection box
- Indian pebble game
- rock pendant
- mushroom spore prints
- pet rocks
- making musical instruments
  - drums
  - water jars
  - shakers
  - rhythm sticks
  - sandpaper blocks
  - kazoos
- rope making
- woodworking
  - birdhouses
  - whistles
  - chess or checkers board
  - loom
  - carving
  - picture frames
  - ant farm
  - flower press
  - propeller stick

carved wood block prints
me collage
soap carving
candles
    dip
    wax sculpture
basketry

ALL

sand castles
nature prints
potatoe prints
nature mosaic
toe painting
dough art
paper maché
crayon rubbings
sand layering
people prints
    fingers, hands
    toes, noses, feet, etc.
candles
    sand, snow
    ice, nature
straw painting
string painting
bubble art
charcoal drawing

B. B. GUN TARGET SHOOTING AND WRIST ROCKETS

Campers experience aiming and shooting a B. B. gun at various unique targets on the B. B. gun range. Targets range from very large and colorful ones for the less experienced to smaller, more challenging ones for the "dead-eye shooter".

OBJECTIVES

1. To show campers the importance of responsibility and care when using a B. B. gun.
2. To show campers the proper and safe procedures for using a B. B. gun.
3. To give the camper a chance to experience the thrill of hitting the target.
4. To encourage coordination and concentration.

B. B. GUN SAFETY

1. Lock gun case and ammunition box after taking what is needed.
2. Never let one person carry both the gun and B. B.'s.
3. Warning signs (by the multi-purpose building) must be put down and the chain placed across the walk before going down to the gun range.
4. Hike to Iroquois to be sure it is vacant. In the summer, make sure no one is using the primitive campsite behind Iroquois.
5. Whenever gun is not in use, counselors should have B. B.'s with them.
6. Only one camper at a time on the shooting stand, all others sit at the table behind the stand.
7. Always keep the gun pointed towards the ground or targets.
8. Demonstrate to each camper how to hold, aim, and cock the gun.
9. The safety should be ON (red button showing) at all times until the camper has aimed and is ready to fire. Immediately after fireing, safety should be moved to ON position.
10. If a camper does not show responsibility and obediance of safety rules he or she will **not** be allowed to shoot.

PROCEDURES

1. Instructor should always load the gun.
2. Make sure each camper knows how to stand, hold, cock, aim and fire the gun properly before allowing them to handle the gun themselves.
3. Make sure the safety is ON and show campers the importance of this.
4. Help or supervise camper to:
   a. Stand and hold gun correctly.
   b. Cock the gun.
   c. Aim.
   d. Take safety off.
   e. Fire.
   f. Put safety back on.
5. Unload any extra B. B.'s from gun when finished.
6. Have campers pick up broken balloons, water jugs, cans, paper, etc. from range when leaving.
7. Close warning signs and remove chain.
8. Return gun and B. B.'s to gun case and lock both locks.

ACTIVITIES

1. Blown-up balloons can be attached to the clown target to shoot at. There is a box near the clown to hold balloons. Writing various things on the balloons with markers can add to the fun. Examples:

   a. One hug from counselor of your choice!
   b. One extra shot for you!
   c. Make your counselor sing a song!
   d. Hit me for good luck!
2. Have your group make special targets to shoot at:
   a. Paint a bullseye.
   b. Make crazy creatures from milk jugs.
   c. Present the group with a problem, "How can we make a target that moves when you shoot at it?"
3. Teach the campers how to shoot from various positions:
   a. Kneeling.
   b. Sitting.
   c. Lying down.
4. Teach campers the names of various parts of the gun. Help campers name these when they come up to shoot.
5. Ask campers to listen carefully to the different sounds the B. B.'s make as they hit various targets. After awhile, blindfold spectators sitting behing shooter and see if they can tell whether the B. B. missed or if it hit a balloon, metal, wood, plastic jug, etc.
6. Get campers clapping for each other and encouraging each other.
7. It may be fun for some campers to form teams and count points but don't let the competitive spirit get out of hand.
8. Choose targets according to ability level so everyone can feel like a "deadeye".

WRIST ROCKETS

SAFETY RULES

1. All campers and staff, except for the camper who is shooting, stay behind firing lines, seated at picnic table.
2. One rock in wrist rocket at a time.
3. Shoot only towards the target.
4. Staff carries rocks to target range.
5. Staff assists campers with pulling sling shot back when needed.
6. The Wrist Rocket is always kept locked with B. B. guns.
7. Do not dry fire the Sling (firing without a rock).
8. Inform campers of the possibility of a ricochet. Discuss with campers what a ricochet is, why it happens and the danger associated with a ricochet.

Ricochets do happen at our target range on occasion. This usually results when a target is hit at an angle, hitting a metal which is too hard for the B. B. and/or bouncing the B. B.

Campcraft includes all those activities and skills which make campers "at home" in a wilderness setting. It is all those activities which respectfully utilize natural resources to fulfill basic needs in the outdoors.

OBJECTIVES OF CAMPCRAFT PROGRAMS

1. To encourage creative thinking by introducing new and innovative ways to utilize natural objects for practical purposes in the outdoors.
2. To allow campers the opportunity to become familiar with making a "home away from home" in the woods.
3. To help campers use their problem-solving abilities as they attempt to meet their basic needs of food and shelter in the outdoors.
4. To teach campers how to live outdoors with a minimum impact on the environment.
5. To promote group cooperation and socialization.

GENERAL SAFETY RULES

1. Always supervise use and storage of tools, especially sharp tools – e.g. hatchet, knives. Also mallets, tent stakes, shovels.
2. Be careful not to stake out tent with ropes that are too long. Campers can easily trip over the ropes.
3. Always supervise the building of a fire. Keep matches in a safe spot away from campers.
4. Be sure that campers do not run around near the fire, put sticks or logs into the fire without supervision or hold glowing sticks outside of the fire.
5. When instructing campers in the use of tools, take time to point out safety hazards. Always supervise use of tools.
6. When outside in the dark, be especially aware of where each one of your campers is, Count heads frequently when hiking outside and when at the campsite.

There are three types of campouts:

A. OVERNIGHT CAMPOUT – In summer and fall these are Tuesday and Thursday nights.
B. OVERNIGHT CANOE TRIP
C. PRIMITIVE CAMPOUT

A. **OVERNIGHT CAMPOUT** – Campers at all levels of functioning can participate in an overnight campout. Overnights are usually at one of the campsites with tents already set up – Crow, Chickasaw, Albia, and Cherokee are most commonly used. Overnights include: a cookout supper/clean-up, evening program, and a cookout breakfast.

Overnight campout gear:

1. One sleeping bag per camper.
2. All cooking equipment.
3. Dry/canned foods and/or cooler.
4. Water jugs - 1 for drink and 1 to extinguish fire.
5. Supplies and equipment for evening program.
6. First aid kit.
7. Extra jacket, pants, socks for campers.

Clean-up procedure:

1. Boil water for washing and rinsing all pots, pans, bowls and silverware at the campsite.
2. In the morning, rinse all pots and pans in hot water and Mikrokleen disinfectant and set on cookout rack.
3. All cast-iron pans should be greased lightly with lard after washing and before storage.

4. All silverware and bowls from the kitchen must be put through the sanitizer prior to storage in kitchen.
5. Return ice jugs to freezer. Rinse out and wash all coolers and jugs; return to storage.
6. Wet or damp sleeping bags should be hung out to dry on clotheslines. Later they must be rolled and stored.

POINTS TO REMEMBER ABOUT OVERNIGHT CAMPOUTS

1. During an all-camp (Tuesday/Thursday) campout night either the Camp Director or Assistant Camp Director will be in base camp. This person will:
   a. assist with medical emergencies.
   b. assist with camper discipline problems when the counselors need and request such assistance.
   c. call all campout groups into base camp in the event of a storm or tornado watch/warning.
2. There should be at least 2 staff persons at each campsite. Under NO circumstances should campers ever be left unattended at the campsite.
3. In summer and fall sessions, staff members who begin their "time off" at 10:00 p.m. on campout night should not leave the campsite until their replacement staff person has arrived.
4. Every effort should be made to include campers in the preparation of meals at the campsite. Many campers enjoy participating and get a feeling of satisfaction from helping out. Campers also gain an understanding of the sequence of events and the timing involved in cooking a meal.
5. Dishwashing **at the campsite** should be part of the campout with only the very hard to clean pots and pans reserved for cleaning in base camp. Use boiling water and soap for wash, boiling water and sanitizer for rinse. Air dry. Campers learn responsibility from cleaning up after themselves.
6. For many campers, the overnight campout is a very enjoyable experience, especially sharing and conversing with their peers and counselors on a friend-to-friend basis. Campers may have had very few experiences of friendship with a person such as a counselor whom they respect and regard as a model. Many campers live at institutions where bedtime hour is as early as 8 p.m. and it is quite a novelty to be allowed the priviledge of staying up past their usual bedtime hour. With consideration of each individual camper's energy level and need for rest in mind, later evening bedtime hours are encouraged. It's part of the fun of camp!
7. Some campers will try to leave the tent and the campsite during the night. For this reason, counselors always sleep inside the tent near the door or outside the tent right in front of the door.

B. **OVERNIGHT CANOE TRIPS** – Moderate–to–high functioning campers can participate in an overnight canoe trip. These trips include canoeing to the campout site, activities, preparation of cookout meal, clean-up, evening program, breakfast cookout, canoeing to the pick-up spot and a cookout lunch.

Equipment for an overnight canoe trip: (Trip leader (a W.S.I.) is responsible for:)

1. First aid kit and all camper medications.
2. C. B. radio.
3. Tents and plastic ground cloths.
4. Food and cooking equipment and utensils.
5. Checking canoe trailer for adequate number of lifejackets and paddles.

(Counselors are responsible for:)

1. One **complete** set of extra clothes for each camper – shirt, slacks, shoes, socks.
2. Personal gear.

Clean-up procedure is the same as outlined in overnight campout section.

C. **PRIMITIVE CAMPOUT** – A primitive campout is a 2½ day stay away from base camp at an undeveloped site. The group leaves camp the afternoon of day 1 and stays out day 2, returning in the late morning of day 3.

Primitive camping involves:

1. Choosing a site.
2. Erecting tent(s).
3. Digging a fire pit.
4. Gathering/chopping wood.
5. Digging a latrine, lashing.
6. Lashing furniture.
7. Making cookery equipment. (optional)
8. Blazing trails.
9. Meal preparation/clean-up.
10. Program activities.
11. Clean-up – fill in the latrine and fire pit, un-lash furniture.

Leave the site as you found it.

Some primitive campsites are located –

A. behind Chickasaw.
B. behind Iroquois.
C. at the base of the Chicago trail near the park.
D. near the Albia caves.
E. invent your own!

Gear for a primitive campout includes all items listed under section on overnight campouts **plus:**

1. lashing cord.
2. hatchet.
3. program supplies.
4. shovels.
5. tents and ground cloths.
6. camper medications.

Canoeing is one of the most important activities here at Camp Courageous of Iowa. Every camper goes canoeing in some manner or another. It is an activity that most campers will not experience elsewhere and therefore is a top priority activity.

OBJECTIVES OF CANOEING

1. Campers learn to feel safe and secure in a watercraft. Often a fear of tipping over is overcome.
2. Some campers learn to enter and leave a canoe safely; crouching low, walking in the middle of the canoe.
3. Some campers learn to paddle, practicing various strokes.
4. Some campers learn to stern and guide the boat.
5. Canoeing is fun and campers enjoy learning a possible lifetime leisure activity.

SAFETY RULES: GENERAL

1. All campers and staff wear life jackets secured tightly with a safety knot.
2. All campers and staff sit cross-legged in canoes to avoid having legs under thwart if the boat were to capsize.
3. Every dependant camper must have one staff attending to him/her in all water activities. Every four capable swimmers must have one staff person supervising.
4. No more than four people to a canoe, three is preferable.
5. Always sit in the middle of the canoe, no standing or horseplay.
6. All life preservers are inspected prior to each use. (Check to see if water has made the filling heavy.)
7. Campers with braces must have life perservers that can support this extra weight. This is determined prior to each season.
8. W.S.I. must check the rigging of trailer before leaving and upon returning.
9. All must leave water during or prior to an electrical storm immediately.
10. If craft or person is missing check immediate area on land while W.S.I. swims area suspected in water. Follow missing person procedures outlined for land, then continue water search underwater. Call ranger, police, or county sheriff for assistance in search. PRAY A LOT!
11. Camper overboard – assist with hands, paddles, and extra life jackets to help individual into boat.
12. Sunscreen must be applied prior to any canoe activity. Caps are available for a camper and are kept with canoe equipment.

SAFETY RULES: RIVER

1. All campers and counselors must wear shoes at all times.
2. All canoes must be in view of each other throughout the canoe trip.
3. The W.S.I. or Senior Life Saver must be in the last canoe **with C. B. and first aid kit** and whistle. The whistle signal for "pull over to a sandbar" is one long whistle. "Help" is 3 short blasts.
4. Frequent rest stops are helpful.
5. If a canoe capsizes in the river, hang onto the boat, stand up and move to shore. The Maquoketa River is shallow enough that this is usually quite possible.

SAFETY RULES: LAKE

1. W.S.I. or Senior Life Saver is always in one of the canoes.
2. Canoes on the lake should stay fairly close to one another; always within view. Each stern person will wear a whistle. (If a canoe needs assistance from others or the W.S.I., the signal for "Help" is 3 short blasts.)

3. If a canoe capsizes in the lake stay with the boat and swim to shoreline. Do not panic.

CANOEING GAMES – "ALL"

1. Canoe races can be arranged on the lake. Time each canoe to determine the winner.
2. Canoe obstacle courses can be set up using empty milk jugs as floating buoys. The goal is to maneuver the canoe around these buoys without loosing control of the watercraft.
3. Catch the Turtle – This game is a favorite and can maintain a high interest level for a long period of time. Each canoe has a turtle traveling behind it. The turtle is a milk jug tied to a string. The string is placed under the stern-person so it can be removed easily. Each canoe group tries to catch the turtle tagging along behind the other canoes. Hands and paddles are used to grab the "turtle".
4. The swamp area at Central Park is a good place to quietly sneak up on and spot **real** turtles. Go on a "Turtle Hunt!"

Caving or spelunking is unique and often adventurous exploration underground. A cave is a naturally formed void located beneath the surface of the earth. A true cave must be large enough for a human and long enough to achieve a zone of total darkness.

OBJECTIVES OF CAVING

1. All campers learn cave safety and conservation, and to preserve the underground wilderness too.
2. Caves are especially fragile. Their beauty took millions of years to form but it takes only careless seconds to destroy. Campers learn to become responsible cavers.
3. Campers can touch the cave rock and formation, feel its dampness, coolness, and rough or smooth texture.
4. Campers can feel the drops of water dripping in the cave.
5. Some campers go in deep enough to experience total darkness, they get a taste of what blindness must be like.
6. Caving can be excellent physical exercise for those who can crawl further into the cave.
7. Some campers learn the names of formations and how caves are formed.
8. Caving is fun and campers have fun exploring something new.

SAFETY RULES

1. All campers and staff wear helmets, long pants and a light jacket.
2. Campers who wish may wear knee pads in cave.
3. Three staff members will be present during the cave activity.
   a. One staff will lead cavers.
   b. One staff will follow cavers.
   c. One staff will supervise remaining campers at cave entrance.
4. Check flashlight before leaving camp. Bring at least three good flashlights.
5. Staff will bring first aid kit on all caving expeditions.
6. Candles and matches will also accompany the cavers.
7. It is best to take only four campers in at a time.
8. Never go caving if it looks like rain or if it has been raining a lot previous to cave trip, however, Indian Bluffs Cave has no major water source and can be explored during light rain.
9. Never leave anything in a cave; litter, candle wax, names on cave walls, etc.
10. Never take anything out of a cave; formations, rocks, bones, animals, etc.

Most caves occur in limestone. The layers of limestone shifted and were eaten away by carbonic acid and lots of time. The temperature in a cave is stable all year round and is near the average temperature for the area: Iowa, approximately 58 degrees.

Cave formations or speleothens are made of calcite. Water deposits the calcite in many forms and colors.

1. Stalagtites – tubular and grow from ceiling 1/10 of an inch each year.
2. Stalagmites – form from drips of stalagtites.
3. Flowstone – form from water dripping down wall.
4. Primstone dams – calcite forms ridges.

CAVE GAMES

1. Bring "Wintergreen" lifesavers along. When in total darkness bite on the lifesavers and all will see mini-fireworks.
2. During total darkness (all flashlights off) talk about what it would be like to be blind. Try and see your own hand in front of you. Wiggle your fingers. Discuss what you would miss if you were blind. Try to find your neighbor's nose and push it!

3. On a hot day bringing water guns into the cave can make it an especially fun place to be.
4. Getting excited about finding a bat or a salamander can be an impetus for going on a Bat Hunt or a Salamander Hunt. Bats often hang upside down on the ceiling of a cave, especially in small cracks. Salamanders prefer the damp cracks in the walls.
5. It is always fun to have a "Gold Rush" in a cave. The staff member leading the cavers can discreetly place "gold" (painted rocks) along the cave's main channel for campers to discover.
6. Another game could be trying to map the cave. Talk before going into the cave about trying to notice the turns and then recording them on a simple map.

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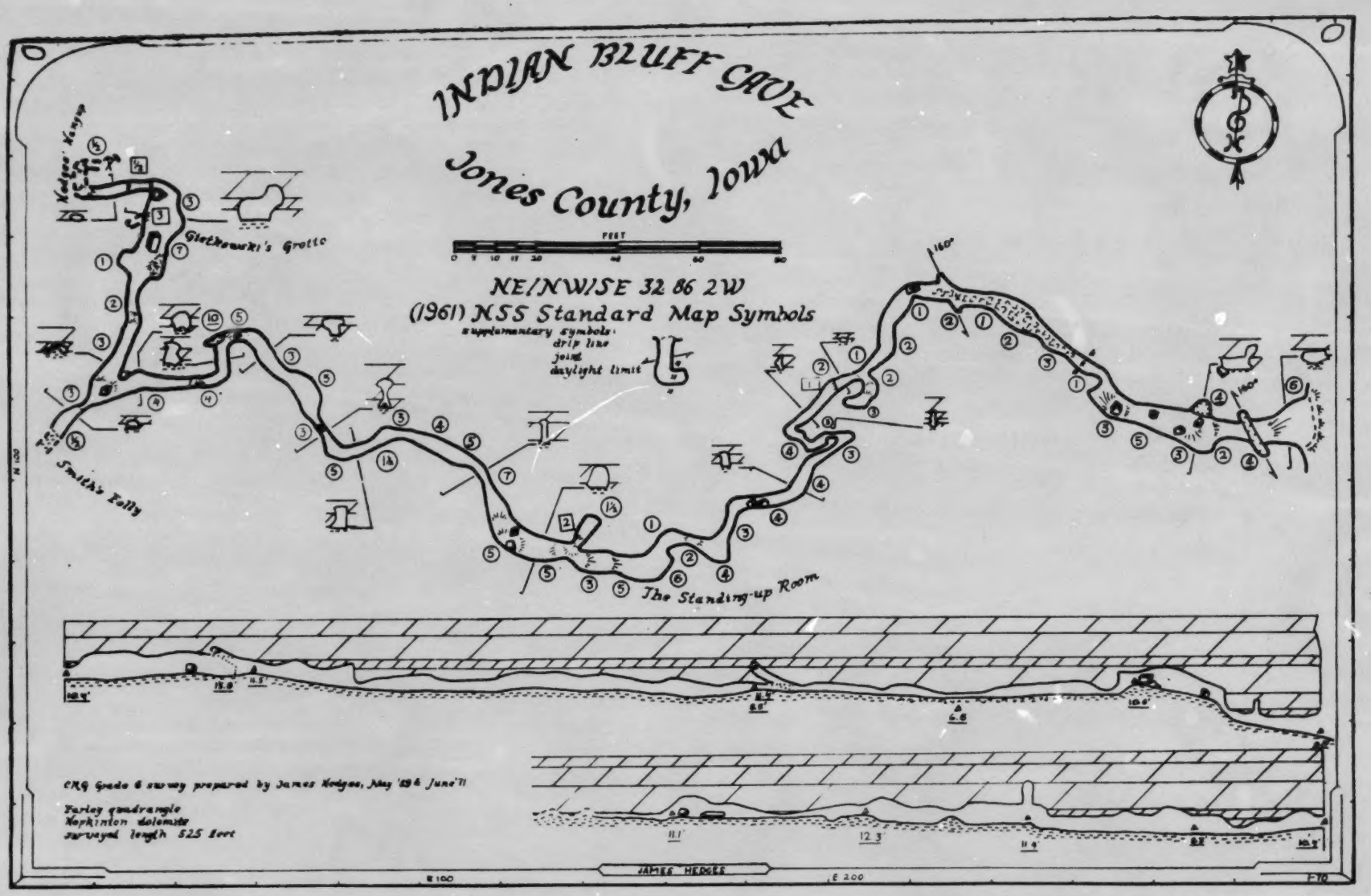


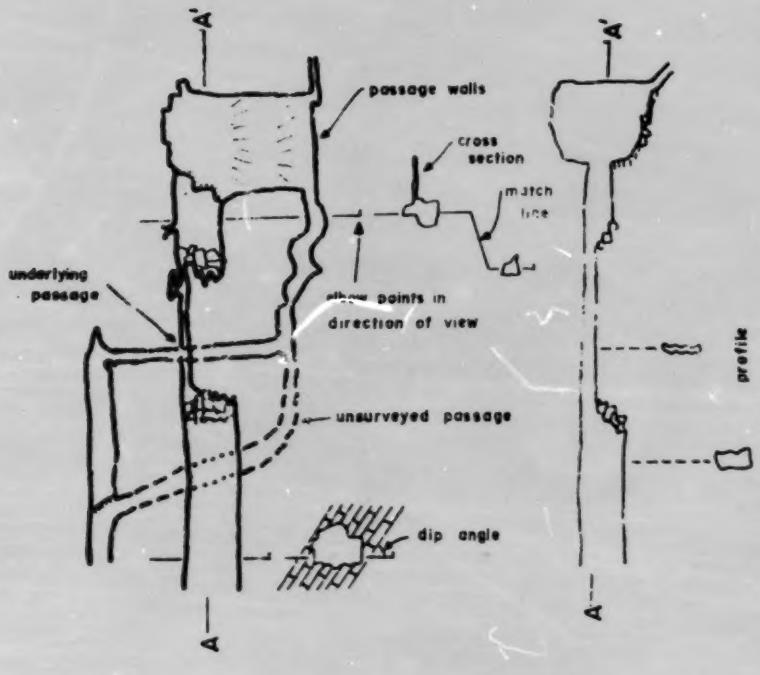
NATIONAL SPELEOLOGICAL SOCIETY

PROPOSED STANDARD MAP SYMBOLS

1 June 1961

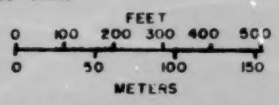
MOTION: That the cave map symbols listed below be officially adopted by the N.S.S. for use on all society maps and be designated "Map Symbols: N. S. S. 1961 Std."

Redrawn with emendations, 30 April 1968 JAMES HEDGES



TITLE BLOCK

1. name of cave, county and state in which it is located
2. precise coordinates
3. graphic scale

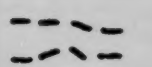


4. magnetic and geographic north
5. date of survey
6. principal surveyors
7. type of survey (instruments)

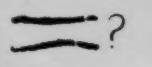
-. all measurements given in feet except where otherwise noted

THE PASSAGES

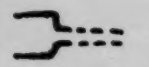
surveyed passage

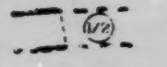

unsurveyed passage

underlying passage

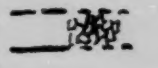


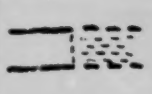
unexplored passage

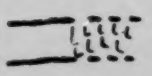

continues, narrow

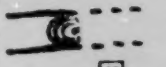


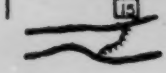
continues, low


breakdown choke


(other detrital) fill choke


flowstone choke


sump (voûte mouillante)



vertical drop, distance stated (hachures on lower side)

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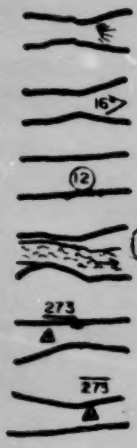


slope (lines diverge down slope)

measured slope

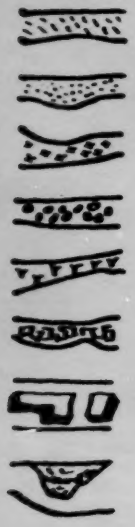
ceiling height

air space
water depth

elevation, above entrance

elevation, below entrance

DETRITAL SEDIMENTS



clay or silt

sand

crystalline fill

cobble fill

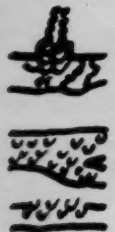
guano

chip or slab breakdown

block breakdown

mud flow

CHEMICAL SEDIMENTS (SPELEOTHEMS)

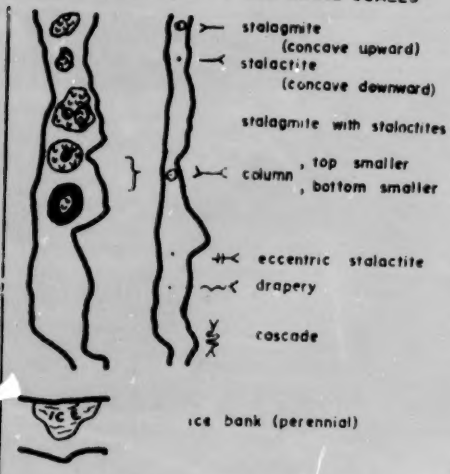


rimstone (convex downstream)

flowstone

flowstone covered wall

FOR SMALL SCALES / FOR LARGE SCALES



stalagmite (concave upward)

stalactite (concave downward)

stalagmite with stalactites

column, top smaller, bottom smaller

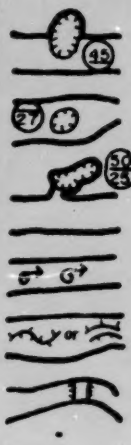
eccentric stalactite

drapery

cascade

ice bank (perennial)

SPELEOGENS



name, height above floor

pit, depth below floor

vertical shaft (dome pit), height above and depth below floor of intersecting passage

scallop (arrow points downstream)

ceiling channel

natural bridge

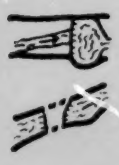
HYDROLOGY

large stream

small stream

intermittent stream

pool



waterfall

siphon (voûte mouillante)

ARTIFACTS

dam

survey station

stairs, dot indicates base

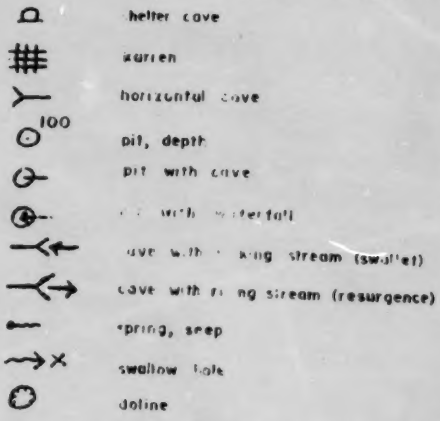
trail

ladder, dot indicates base

mine (guano, petre dirt, etc.)

bridge

FEATURES OF THE LAND SURFACE



shelter cave

sinkhole

horizontal cave

100
pit, depth

pit with cave

pit with waterfall

cave with flowing stream (swallet)

cave with flowing stream (resurgence)

spring, seep

swallow hole

doline

STRUCTURAL SYMBOLS It is proposed to accept those of the American Geological Institute without modification

LITHOLOGIC SYMBOLS It is proposed to accept those of the U. S. Geological Survey without modification

BEST COPY AVAILABLE

A variety of special activities done before campers crawl into their sleeping bags to experience a night in a tent or under the stars.

OBJECTIVES FOR CAMPFIRE EVENING ACTIVITIES

1. To help campers feel comfortable with and appreciate the natural environment in the evening.
2. To introduce campers to activites which will provide opportunities for individual self-expression and promote feelings of group unity and opportunities for interpersonal sharing.

ACTIVITIES FOR ALL CAMPERS

1. Sing alongs.
2. Night hikes/silent hikes.
3. Groaking.
4. Night wadeing at the river.
5. Caving.

ACTIVITIES FOR MODERATE AND HIGH–FUNCTIONING CAMPERS

1. Sing alongs.
2. Night hikes/silent hikes.
3. Groaking trees.
4. Night wading in the river.
5. Caving.
6. Campfire stories.
   a. sound effects stories.
   b. add-a-word stories.
   c. ball of string stories/puppet stories.
7. Make up a constellation.
8. Star stories.
9. Sunset Ceremony.
10. Moon Ceremony.
11. Telescope star gazing.
12. Life talks.
13. Question-and-answer panel discussion.
14. Creative dramatics (see C. D. section of this manual for ideas).
15. Sense hike.
16. Indian whoopee hike.
17. Animal locomotion hike.
18. Charcoal drawings.
19. Candle-making.
20. Star gazing.
21. Owling with the Owl Tape.
22. Snipe hunt.
23. Wish sticks.
24. Deer hunt.
25. Make a beanhole overnight breakfast.
26. Friendship Wishing Circle.
27. Shadow art – use side of tent for screen.
28. Cinquain/Haiker group poetry.
29. Magic Kettle Campfire.
30. Magic Spots.
31. Japanese Viewing Party.
32. Rambles – Rambling Sticks.

33. Nature Symphony.
34. Keep a journal.
35. Name that tune contest.
36. In Grandma's Trunk (memory game).
37. Huckle-Buckle Beanstalk (a flashlight game).
38. Flashlight hide-and-seek in the meadow.

VARIOUS THEME NIGHTS

Raccoon Night.

1. clean food like a raccon.
2. eat like a raccoon.
3. draw raccoon prints around the fire ring.
4. have a raccoon hike.
5. tell a raccoon story.

Indian Night.

1. makeup, feather, jewelry from nature.
2. pow-wow with various percussion instruments.
3. Indian dances.
4. Indian poetry (see Indian lore notebook in office).
5. Indian trail signs hike.
6. Indian Whoopee hike.
7. Indian council.
8. colored sand drawings.
9. see "Indian Lore" notebook for other ideas (in office).

The Confidence Course and Ropes Course are areas at camp where obstacles have been built from wood, rope, and cable. The obstacles are designed to provide campers with an enjoyable experience which incorporates physical and mental challenge. Campers attempt to climb a ladder, cross a wiggling cable, or a log bridge, or get all their team members up and over a 10 foot wall. Campers work individually at a task, in pairs, or as a group in the problem-solving attempt.

GOALS OF THE CONFIDENCE COURSE/ROPES COURSE

1. **To increase the camper's sense of personal confidence.** Activities are aimed at allowing the camper to see him/herself as increasingly capable and competent. By attempting successively more difficult tasks and succeeding (or sometimes failing) in a supportive group atmosphere, campers may begin to develop true self-esteem. Campers learn to cope with the anxiety that precedes any new venture and dare to enter fully into new situations in other areas of life.
2. **To increase mutual support within a group.** Success and failure at a task are much less important than just making the effort. The camper group should understand that any individual who tries an obstacle is to be respected. Campers come to understand the positive effect of the group's support and encouragement on each camper's individual performance.
3. **To develop an increased level of agility and physical coordination.** A person who sees him/herself as physically awkward may also see him/herself as inadequate in other ways. Confidence Course/Ropes Course activities help change this self-perception by improving balance, strength, agility, and physical endurance.
4. **To develop an increased joy in one's physical self and being with others.**
5. **To develop an increased familiarity and identification with the natural world.** Participants may have had little experience dealing with the elements. The unpredictability of doing the courses in rainy or snowy weather adds to the excitement and challenge.

THE CONFIDENCE COURSE CONSISTS OF:

Trust Fall
The Tire
Log Walk
The Big Tunnel
Log Wall
The Ladders
Swinging Tires
The Small Tunnel
The Spool
Tire Wall
Log Bridge

A first aid kit is always taken along to the Confidence Course.

1. **Trust Fall**

   Goal: To emphasize the importance of "spotters" on the obstacles and to promote each individual's trust in members of the group.

   Spotters: Are positioned in two lines, facing one another on both sides of the spool. Spotters stand shoulder to shoulder and **lock wrists** securely with the partner directly across from them. The 2 spotters closest to the person who is falling should be staff persons. (adults, teachers)

   Process: One camper climbs up on the spool and stands either facing the group or with his/her back to the group. He/she announces "My name is " " and I'm going to fall," and stands stiffly, falling back into the arms of the spotters. Those falling face first should keep arms tight at their sides or above their head.

Adaptations –

a. camper falling may be blindfolded.
b. one camper can lay underneath the crossed arms of the "catchers", on the ground so that he/she may see the other camper falling.

2. **The Tire**

Goal: To get each member of the group up and through the big tire. Group members act as "lifters" and "spotters" on opposite sides of the tire.

Spotters: The 2 spotters nearest the person coming through the tire should be staff members. One makes sure head and shoulders are being supported by grasping under both armpits and lifting up and out. and the other grasps the waistband or belt of the pants, guiding the lower part of the body through the tire.

Process: Members of the group go through the tire one at a time and no one may return to the starting side to lift the last person up once they have passed through the tire. The group must come up with a solution of how to get the last person through. The leader may make up rules for higher functioning groups such as: Only 3 people may touch the inside walls of the tire; all others must go through without touching.

Adaptations – Smaller, younger campers crawl through the low tire.

3. **The Log Walk**

Goal: To walk across the ravine on the log while holding onto a rope guide. Improves balance.

Spotters: One staff person should stand on either side of the camper crossing the bridge and with hands held over heads near to the camper, follow the camper all along the bridge. If there is an extra staff person, he/she can assist the camper in getting on the bridge.

Adaptations –

a. Cross with one hand behind the back.
b. Cross blindfolded.
c. Have 2 campers cross simultaneously, passing each other in the middle. For this you will need 4 spotters, 2 for each camper.

4. **Big Tunnel**

Goal: Crawl through on back or belly. The Big Tunnel is a good prelude to caving. Staff can explain to campers that caving involves this type of belly-crawling.

Adaptation – Start with one camper at each end and have them cross in the center.

5. **The Log Wall**

Goal: To climb up and over the wall, descending with face and front side facing the wall.

Spotters: One on each side.

6. **The Bear Crawl**

Goal: Campers crawl on hands and feet with legs kept straight, not bent, zigzagging around tires in a line. Develops apposing movements of arms and legs. (Right hand and left foot; left hand/right foot.)

7. **The Ladders** – Two Ladders, one at a 45 degree angle and one slightly steeper are built leaning against one another.

Goal: Campers use all fours to ascend the first ladder, then turn around at the top and descend the second ladder, feet first, with front side of body facing the ladder.

Spotters: 2 counselors spot, one on each side at the highest point where campers turn around. Group members line up on either side of the ladders and if they are poor spotters, staff should stand behind campers and follow the climber, spotting all along the way.

8. **The Swinging Tires** – A series of 4 tires suspended from ropes.
   - Goal: To stand inside each tire and go from one to the next without touching the ground.
   - Spotters: Close enough to break a camper's fall but far enough away to avoid getting hit by a swinging tire!
   - Process: Although there are many ways to complete the task, it generally works very well to keep hands held high above the head on the tire's rope. Campers may find it easier to reach for the tires with a hand instead of a foot.
   - Safety: All observers should be a safe distance away from the tires.
9. **Small Tunnel** – Can be used to crawl through, to straddle and scoot over, or to use as an echo chamber. The Small Tunnel is especially suited to small children.
10. **The Spool** – A large wooden spool is suspended between two trees on an iron pole.
    - Goal: The group starts out on the downhill side of the spool. The task is to get each group member up and over the spool without anyone returning to the starting side to lift the last person.
    - Spotters: One spotter on the uphill side of the spool must grasp each camper, as he/she comes over, under the armpits reminding the camper to keep his/her head up. The second spotter must grasp the camper by the belt or waistband of pants and guide legs to the ground.
    - Process: Group must decide by considering size and weight of each member who will go first, second and so on.
    - Safety: Be certain that no campers wedge their fingers inbetween the wood slats on the spool.
11. **The Tire Wall**
    - Goal: Each camper climbs up and over, descending with front side facing the tires.
    - Spotters: On both sides of the tire wall.
12. **The Log Bridge**
    - Goal: Campers walk across one at a time. No spotters needed.

THE ROPES COURSE CONSISTS OF:

The Maze
Motorcross
Sky Climber
Tipsy Ladder
Slack Wire
Wild Woosey
Stepping Stumps
People Platform
Gnome Tree
The Swinging Log
The Wall
Burma Bridge
Spider's Web

1. **The Maze**
   - Goal: Campers can experience navigating through a rope maze in the trees while blindfolded.
   - Process: Campers pair up; one elects to be blindfolded, the other is his/her guide. With one hand on the rope, campers walk through the maze. Guides should not hold the blindfolded person's hand, only assist them if and when they go off course. One person is the "hugger" at the end of the maze. Follow up with a talk about blindness.

2. **Motorcross** – An adapted rope maze with dual ropes for wheel chair-bound campers or those wishing to experience navigating in a wheelchair.
   Process: Campers pull themselves along while seated in the wheelchair by means of ropes on either side of them.
3. **Sky Climber** – A horizontal rope-and-rod ladder.
   Process: Campers lay on their backs underneath the ladder and reaching above their heads, pull themselves along as if climbing a ladder. Especially good for campers with upper arm strength and no leg strength (paraplegics).
4. **Tipsy Ladder** – is built very simular to the Sky Climber ladder; horizontal and suspended between 2 trees.
   Spotters: Must be on both sides of the ladder, bending over with palms up, ready to catch anyone who tips to one side.
   Process: Campers use hands and knees to crawl on top of the ladder or hands only to pull lower body along ladder.
5. **Slack Wire** – One cable, knee-height, between 2 trees. Two ropes extend toward the middle of the cable, one from each tree.
   Process: With spotters on each side of the wire and one staff spotter directly in front of and directly behind the camper, the camper attempts to walk from one end of the wire to the other, holding onto the rope for balance.
   Methods:
   1. hold one rope all the way from one side to the other.
   2. hold one rope until you reach the middle, then transfer to the second rope.
   3. for high-functioning campers, have one camper start from each end and cross in the middle. Four staff/adult spotters are required for this, two for each camper.
   4. for campers who have difficulty balancing, a staff person may steady the wire cable with a knee to make the task easier.
6. **Wild Woosey** – Two wire cables extend from 4 trees. The cables are at knee height, parallel to each other, gradually becoming further apart.
   Spotters: There should be one staff spotter behind each of the two campers attempting the Wild Woosey.
   Process: Campers pair up and stand facing each other on the cables at the beginning point where the cables are closest. Campers walk along to the end point where they are furthest apart, balancing on each other as they go. The Wild Woosey develops camper's communication skills and their individual balance skills.
7. **Stepping Stumps** – a series of high and low stumps in a curved line.
   Goal: Campers attempt to walk forward or backward from one end to the other.
   Spotters: There should be two staff spotters, one on each side of the camper.
8. **People Platform** – One small wooden cable set on its end.
   Goal: The object is to get all the group members onto the platform at one time. In order to be counted as "on the platform", campers must have both feet off the ground. The group must be able to hold its balance for 5 seconds.
9. **Gnome Tree** – This "tree" with 4 trunks is the final destination for a gnome hike. We look for the friendly familiar faces of gnomes after reading stories or looking at pictures of gnomes before hiking. Once we have reached the tree, the group builds a gnome home with leaves, branches, etc. It is fun later in the week to revisit the **new** gnome home.
10. **The Swinging Log**
    Goal: To walk from one end of the log to the other without falling off.
    Spotters: Staff positions themselves on both sides of the log and campers stand along both sides of the log as well. Staff may hang onto the hand of each participant on the log if needed. For some campers it is helpful to steady the log at one end with a knee while spotting. Lower functioning campers can sit on the log or scootch along and swing.

11. **The Wall** – (13 feet high)
    - Goal: To get the entire group of campers up and over the wall as quickly and efficiently as possible.
    - Spotters: At least one staff spotter should be at the front side and one at the back side of the wall to assist "lifters" and "catchers".
    - Process: There are a few ground rules:
        a. A camper who has gone over the wall cannot walk back around to assist others. Assistance can only be given if that camper goes back **over** the wall to help, then comes back **over** a second time to finish.
        b. No aids may be used to get over the wall. Clothing may not be removed and used as a sling. However, a camper may grab another camper's belt, shoes, etc. in attempting to scale the wall.
        c. The 2 support trees may not be used in any way. Likewise, the sides of the wall may not be used in any way.
        d. Descending the wall, a camper must touch each step with his feet. Jumping from the top is not allowed. Campers may use the rope to descend.
        e. There may be no more than three individuals on top of the wall helping other members of the group at any one time.

    How to assist a climber:

    From the "finish" side – no one may lean over the wall unless his legs are on the back step and are firmly anchored by another camper. A camper may hang from the top if his armpits are over the top and his arms are supported by 2 other people.

12. **Burma Bridge** – A rope bridge approximately 30 – 40 feet off the ground extending between 2 trees.
    - Goal: Each camper, with the support of a webbing-and-carabiner safety belay line, walks out to the platform at the opposite end of the bridge and back to the starting point. Adaptations are made for those campers who cannot walk all the way to the platform: e.g. walking to the middle and back, standing up on the bridge, etc.
    - Spotters: Spotters are needed on both sides of the camper as he/she gets on the bridge. No spotters are needed once the camper is hooked into the belay safety line.
    - Process: Each camper wears a helmet and swiss seat and is hooked into an overhead horizontal rope which spans the length of the bridge by means of 2 carabiners and a webbing. Campers push out, away from the body, on the 2 side ropes.

13. **The Spider's Web** – A checkerboard net made of webbing which extends between 4 trees about 5 feet off the ground.
    - Goal: Campers relax, or bounce around on the web, cuddle together, or crawl over each other. The web is especially suited to low functioning or physically handicapped campers.
    - Spotters: Staff should be alert that no one falls through the web or rolls off the edge.

Creative dramatics is an art for children and adults alike. It may be defined as a group experience in which every camper is guided to express him/herself as he/she works and plays with others for the joy of creating improvised drama. Improvised drama means campers create spontaneously – without previous study, thought or planning. Originality is the substance of creative dramatics. There are no lines to learn or read; at best it is free, fun, and full of fantasy.

Creative dramatics allows freedom of expression to the inner self. It recognizes and thrives on the fact that no two individuals feel or think or react in the same way and that each of us sees things with a different perspective. Participants may gain insight into themselves, their inner hopes, dreams, or into others, understanding why people act as they do. The participant "becomes" someone or something else, and through this pretending begins to understand another person's thoughts and feelings – he learns empathy.

OBJECTIVES OF CREATIVE DRAMATICS:

1. To become comfortable with self-expression in a non-critical group environment and to learn how to create and maintain that non-critical environment.
2. To respect and appreciate the variety and uniqueness of responses from each individual. To value and preserve individuality.
3. To build self-confidence and feelings of self-worth.
4. To encourage campers to develop keener abilities of sensory recall and memory and thus sharpen sensory awareness of new, upcoming life experiences.
5. To encourage campers to use their bodies to communicate ideas and feelings.
6. To encourage campers to imitate familiar people, objects and animals and to create new characters and creatures from imagination.
7. To encourage campers to learn to convey emotion, activity, and sequence of events through movement and gesture, not speech alone.

GUIDELINES FOR CREATIVE DRAMATICS GROUP LEADERS

1. Work in small groups of 10 to 15 participants whenever possible to allow for participation by individuals to be recognized.
2. Plan the length of each session to fit the attention span of each age group of participants and allow time for evaluation and discussion of what they do.
3. Adapt the material used to meet the needs and interests of each group.
4. Evaluate the mental abilities and emotional capacities of the participants and make sure that the activities used are within their achievement level.
5. Analyze the physical abilities of the participants in the group and adjust the activities to their limitations, using their full potential.
6. Choose a large enough area so that the participant's ideas, efforts, and movements are not limited by lack of space.
7. Find a place which allows for full concentration, free from distracting elements, far enough away from other groups that the inevitable noise of creative activity won't disturb them.
8. Keep directions and activities simple and clear for each activity. It is common for participants to attempt very complex action beyond their abilities. Encourage simplicity of expression. Build on the successes of each camper.
9. Recognize **all** contributions by **all** participants as significant to their own creative growth. Remember: **there are no right or wrong answers in creative dramatics.** Respect the individuality of each response – build the confidence of each participant.
10. Begin with the kind of exercises with which the leader feels confident. Do not openly display feelings of embarrassment, hesitation or self conciousness. Participants will easily detect these feelings and may feel inhibited.
11. Allow participants to work first as a whole group, then in large groups, smaller groups, pairs, then individually. Be careful not to single out persons for examples to the group at the onset of the activity period, as this may reinforce feelings of the "right way" to do the activity. It may even inhibit creativity for those aiming **not** to be singled out!

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10. Begin with the kind of exercises with which the leader feels confident. Do not openly display feelings of embarrassment, hesitation or self conciousness. Participants will easily detect these feelings and may feel inhibited.
11. Allow participants to work first as a whole group, then in large groups, smaller groups, pairs, then individually. Be careful not to single out persons for examples to the group at the onset of the activity period, as this may reinforce feelings of the "right way" to do the activity. It may even inhibit creativity for those aiming **not** to be singled out!

12. Enjoy the participants and become involved with the exercises. With campers and teachers, request that teachers also become involved in the activities. It is not necessary for the leader to be a performer to introduce skills to campers. The activities are inner-directed for the benefit of the participants and should not be concerned with an audience.

WHERE DO I START?

There are several resources at Camp Courageous of Iowa for "CD" activities:

a. Books in the office.
b. Index card files.
c. Experiences of other leaders.

If you have never used creative drama with campers, we hope you will try it and discover a new and exciting way to relate to your campers.

CREATIVE DRAMATICS ACTIVITIES

FOR LOW FUNCTIONING GROUPS

Warm-up activities
Be an object
Seed sorting
Masks and feelings
The Pet Show
Warm-up movements
Warm-up games
Making puppets
Dress-up, makeup, masks, mirrors
Face painting

FOR MODERATE FUNCTIONING GROUPS

Fake backgrounds
Mirror games
Walk In Another Man's Shoes
A Day at the Farm
The Ugliest Person
Warm-up movement exercise
Lost objects
Prop plays
Character imitation cards
Situation cards
What Kind of Chair
Hats
Chewing gum
"Oh" excercise
Water activities
Clay modeling and pass the objects
Robots
Voice inflections
Seed growing
Object pantomimes
Occupation pantomimes
Sensory awareness board
Human machine

FOR HIGH FUNCTIONING GROUPS

Expressing emotions
Improvisations and create a space
The Rich Relative
Touching games, animal partners
Foreign Ambassadors
Objective pantomimes
The Shoe Store
Charades
Role playing cards

For description of specific activities, see activity card file and camp library resources.

CROSS COUNTRY SKIING

Cross country skiing at Camp Courageous of Iowa is a favorite winter sport. Learning to ski is an enjoyable challenge for most campers. Campers develop coordination, balance, a sense of rhythm, physical endurance and muscular strength through skiing. It is, for many, a new and exciting way to explore the outdoors in winter.

The basic skills of cross country skiing will be explained here as well as a teaching progression. Suggestions are also given for proper dress and fit, care, and use of equipment.

DRESS WARM, YET COMFORTABLY:

It is better for the cross country skier to dress in several light layers of clothing and a jacket rather than in one shirt and a bulky coat. Layers of clothing trap and hold body heat more effectively. Also, skiing generates body heat, and the skier will work up a sweat during the trip on the trail. Many campers will want to unbutton their coats to cool off. This is fine if they are wearing layered clothing beneath the coat, but if not, cold sweat and a thin layered shirt together with cold winter breezes set the stage for chills and colds.

EQUIPMENT

Always do a pre-check for damaged equipment prior to camper use.

1. FIT

   BOOTS – An easy way to estimate fit is to place the sole of the ski boot up against the sole of the camper's shoe. If the size isn't exact, it is better to go for a slightly larger boot and add an extra pair of socks or stuff socks or newspaper into the toe of the too large boot. Fitting a skier with a too small boot inhibits circulation and makes toes uncomfortable, stiff and sometimes painfully cold.

   SKIS – As a rule of thumb, curved ski tips should touch the inside of the palm of a skier who stands with arm outstretched above head, shoulders level, fingers pointed to the sky. If ski sizes are scarce, go for a shorter ski for the beginner. It will be much easier to manage than a longer ski. Skis are **waxable** and waxless. Waxable skis require a fresh coat of wax after each usage. Taking a few moments to add fresh wax makes skiing more enjoyable for the skier, eliminating lack of control and backsliding on skis.

   POLES – Poles should measure up to armpit height on a skier who stands with arms outstretched at right angles to the body, in "T" formation. Again, check poles for breakage, stems, straps and baskets.

2. PUTTING ON SKIS
   a. Place skis on the ground, attending to "right" and "left" markings on the bindings. Skis should be shoulder width apart.
   b. With one hand on a post or on the shoulder of another stable skier, skiers should clean the snow and ice from the 3 holes in the toe of the boot and the entire sole of the boot.
   c. With heel uplifted and pressure on toes, fit 3 holes in toe of boot onto 3 pins of the binding. Snap down bindings.
   d. Lift ski to see that binding is holding properly.

   Encourage campers to snap their own boots into their ski bindings. Thus, if the boot comes out of the binding while skiing on the trail, they can correct the problem themselves. Offer assistance if requested.

3. PUTTING ON POLES
   a. Lift the loop strap attached to the handle of the pole straight up to the sky.
   b. Slip hand through the uplifted loop.
   c. Grasp down around the handle of the pole. The strap should be between the skier's hand and the pole handle, situated between the thumb and index finger of each hand.

   NOTE: Beginners often slip their hand through the loop of the strap and grasp the pole handle leaving the strap to dangle around their wrists. This is incorrect. The skier's weight is much better supported if the pole is put on in the correct fashion.

GENERAL SUGGESTIONS FOR INSTRUCTORS

1. Always position yourself so that all members of the group can see you and the techniques you will present. Circle formation with instructor at the center is good. If your group has trouble with "right" and "left" concepts, several lines of students with the instructor in front of them might work better.
2. Students must be at least one arm-plus-pole width apart from one another.
3. In teaching, do more **show** than **tell**. Keep verbal instructions brief, give repeated examples. Troubleshoot errors.
4. Spot those students who need one-on-one assistance and help them or ask fellow staff persons to help them.

TEACHING SKILLS – PROGRESSIONS

The beginning skier should be taught skills in this manner:

1. **How to fall**; how to get up from a fall.
2. **Diagonal stride** – the forward moving "step-and-glide" on level ground.
3. **Turns** – first, the step turn and kick turn, later the downhill snowplow turn.
4. **Uphill techniques** – side-step, herringbone.
5. **Downhill techniques** – positioning for balance and low center of gravity. Snowplow stop.
6. The "sit down" skid stop – a last resort.

SKILLS

FALLING

1. Have students fall and cross their skis – really tangle things up.
2. Students should bring skis together and parallel, pointing in the same direction.
3. Put base of skis flat on the ground and with hands or poles, push up to a kneeling position.
4. From kneeling position, use hands or poles to push up to a standing position.

NOTE: When students are getting up from a fall on an incline, have them pay attention to the direction their skis are facing. Skis should point **across** the hill, **not** at the top or at the bottom of the hill.

TURNS

Step Turn:

1. Weight the heel of the left ski and lift the toe of the left ski. The back of the ski stays in its original position while the toe and tip of the ski are stepped over to the left.
2. Pick up the toe of the right ski, weight the heel, step to the left.

(These movements accomplish a left step turn.)

3. Continue stepping with one foot then the other until students complete a full circle and return to the original position.
4. Perform a step turn in a complete circle in the opposite direction.

Kick Turn: for quick complete reversal of direction.

A kick turn to the **left** is accomplished in this manner (reverse directions for a right turn):

1. Plant left pole slightly behind left foot on the outside of the left ski.
2. Plant right pole on the outside of the right ski about a foot in front of the toe of the right boot.
3. Lift left ski about 1 foot off the ground, level to the ground.
4. Turn the ski so that the toe of the left boot is next to the heel of the right boot. This is an awkward position, but read on.....
5. Lift the right ski and pole – **Keep the right pole outside the skis, not inbetween the skis**. Place the right ski parallel to the left ski.

6. Skis should be parallel to one another, poles on outside of skis supporting skier's weight.

POINTS TO REMEMBER

1. Don't attempt to turn ski without first lifting it completely off the ground. Many skiers get the back end of the ski stuck in the snow, the tip of the ski in the air and down they go.....
2. Plant pole **behind** you in the direction which you want to turn.
3. Don't do anything which feels unnatural to your muscles or joints. The kick turn position can be very uncomfortable until you get used to it.

DIAGONAL STRIDE

1. Have students remove poles and hold them in the middle of the stem, both in one hand.
2. Have skiers assume relaxed position – knees slightly bent, arms swinging naturally forward and back. Head and shoulders out in front of knees.
3. Skiers slide one foot forward and glide on it, then the other foot forward, glide on it.
4. Encourage skiers to repeat to themselves "Slide and glide".
5. Encourage arm swings, right foot forward and left arm back, left foot forward, right arm back.
6. Have skiers follow one another in a wide circular track, combining diagonal stride and step turns. Reverse directions and ski in a circle, practicing step turns in the opposite direction.
7. Add poles. Pole plants should be about 8 inches outside the foot.

UPHILL TECHNIQUES

Side-step:

1. Students point skis **across** the hill. That is, parallel to the base of the hill **NOT** pointing at the top or at the bottom of the hill.
2. Plant poles on the outside of both skis near to the foot.
3. Lean uphill, putting weight on the **uphill edge** of skis. This is "edging" skis.
4. Using pole nearest the bottom of the hill for support, leaning uphill on edges of skis, lift uphill ski and place it further uphill.
5. Transfer weight to uphill ski.
6. Lift downhill ski and step uphill, bringing it closer to the uphill ski.
7. Continue until you reach the top of the hill.

Herringbone or uphill "duck walk" to younger skiers:

1. Plant both poles behind body at the beginning of the incline.
2. Lift one ski, then the other and place them so that the backs of the skis are close and the curved front tips are far apart. Rotate ski to rest weight onto the inside edge, the edge along the arch of the foot. Lean uphill.
3. Step uphill with the **left** ski on it's inside edge, supporting weight and giving a little push with the **right** pole.
4. Step uphill with the **right** ski on it's inside edge, balancing weight on the **left** pole.
5. Continue this alternating climbing movement right foot/left pole, left foot/right pole until you reach the top.

DOWNHILL TECHNIQUES

Positioning for a downhill run:

1. Skis should be parallel, shoulder width apart.
2. Squat down, rest forearms on the thighs.
3. Put poles at hips with baskets pointing downward, NOT out to either side of the body.

NOTE: The lower the skier squats, the more speed he/she will pick up. Standing up slightly from the forearm-on-thigh position will slow momentum.

SNOWPLOW STOP

1. Push out on the heels of both skis until skis are in position with tips together and heels apart.
2. **"Edge"** onto the inside edges.
3. Skid to a stop.

SNOWPLOW TURNS

When approaching a turn with some speed on a downhill run:

1. Push out on heels of skis, toes/tips together (about 4 inches apart) – this is snowplow position also called "A" or "wedge" position.
2. Weight the ski opposite the direction you want to turn. For example, if you want to turn right, push out on the left ski and weight it. Reverse directions for a left turn.

NOTE: In turning, the skier actually does a half-snowplow. One ski remains relatively straight while the other pushes out (heel out, toe in) and is weighted.

Remember, push out on and weight the ski **opposite** the direction you want to turn.

Be concious of the student's capacity for learning technique. Do not overload him/her with finer points of technique, yet recognize readiness and supply information as needed.

A series of activities, many times accompanied by music, that range from general warm-up movements to improvisational expression, to large group organized dance.

OBJECTIVES

1. To encourage campers to express themselves creatively through body movement.
2. To provide a stimulating source of physical activity.
3. To give campers opportunities for leadership in a comfortable and relaxed situation.
4. To provide a medium for effective social interaction.
5. To encourage optical and body awareness.
6. To improve muscle control and sense of balance, coordination and rhythm.
7. To encourage campers to explore all movements possible in any body part.
8. To encourage natural and uninhibited movement response to musical and rhythmic stimulis.
9. To encourage campers to learn independence and freedom in their own movements while learning to relate individual actions to group concerns.

GENERAL TIPS FOR LEADING MOVEMENT ACTIVITIES

1. Work in a space large enough for each camper to move freely.
2. Always do "warm-up" activities first to prepare the body for more strenuous exercise.
3. Have records, record player, props and other equipment needed, ready before campers arrive.
4. Do not put campers "on the spot" and ask them to lead a movement until they've had a chance to become comfortable with the activities and know what to expect.
5. Improvisational activities work best when tried after campers have done several more structured activities.
6. It helps to establish a "freeze" signal before beginning activities. This is lots of fun for campers and can help the leader gain camper's attention when needed.
7. It is a good idea to do a relaxation activity towards the end of a movement period. This helps campers wind down after a lot of activity.
8. Change the pace of activities frequently during the movement period. A stretching activity may be followed by a faster, more strenuous activity to be followed by a slow motion activity, etc.
9. Doing circle activities initially is a good way to keep an over-zealous group in control.

ACTIVITIES – (See activity card file for explanation of specific activities.)

Warm-ups – The following are examples of warm-ups for specific body parts:

Head and Neck – head drops (front, side, back), head swings (side to side), head circles, qualities just in the head (dabbing, jerky, etc.)

Shoulder joint – shoulders move up and down, forward and back, shoulder circles, arm stretches to the ceiling, forward and back, side to side, diagonally.

Upper back – shoulder movements, arm stretches, side stretches, curling through back, rib cage isolations.

Lower back – bending from the waist, twisting trunk, moving hips from side to side, side stretches.

Hip socket – knees lift higher and higher, leg circles, leg swings, qualities in hip.

Legs and Feet – jogging through the space, foot circles, qualities in feet (press, stretch, bend), knees lift higher and higher in place.

More Warm-up Actitivites –

Puppet with Strings

Freeze Signal

- Mirroring
- Add a Movement
- Animal Walks

Other Movement Activities –

- Make a Machine
- Statues
- Mat Activities
- Knots
- Trees, Bridges and Walls
- Happy Feet
- Dinosaurs
- Climbing a Ladder
- The Swimming Pool
- Giant Rubber Band
- Partner Rowboats
- The Merry-Go-Round
- Baby Kitten
- Rocking Cradle
- Bridges and Snakes
- Teaching Your Wings to Fly
- Invisible Strings
  - The Secret
  - Conversation
- Moving Circles
  - Tilt-a-Whirl
  - Rotating Circle
- Snowball Fight
- Eyes in the Back of My Head
- Hop Along
- Blanket Toss and Roll
- Partner Pull-up
- Partner Back-up

Relaxation Activites

- Collapsing
- Slow Motion
- Pretending to Sleep
- Marionette
- Slow Stretch

Organized Dances or Dance Games

- Hokey Pokey
- Willow Tree
- Noble Duke of York
- Virginia Reel
- Seven Jumps
- Circle Dance with Calls
- Polka
- Heel-toe Polka
- Shoo Fly Don't Bother Me
- Indian Pow-Wow
- Limbo
- Hoop Dancing Games
- Paw Paw Patch

PROPS AND ENVIRONMENTS

Elastic – Elastic banding can be used to create shapes as well as to create environments. Sew elastic into circles 3 to 4 feet in diameter. Use it to stretch and form into different shapes. This could work in small groups. Develop a movement sequence – stretch, hold your new shape, stretch into another shape.

Material – For qualities, use material to draw through the space. Develop movement sequences which explore new ways to use the material, shake it, run with it so it flows through the space, make circles with it (small and huge), wrap yourself up, unwrap, etc. **Variations**: Make large bags out of stretchy material that breathes. Create shapes through growing and scrunching, walk stretched very tall and stiff, wide and low. Use a projector and have the children create their shapes on a background thus conveying the idea of positive and negative shapes.
Material to create an environmental space.

Newspaper – Newspaper can be used to costume. Have children explore it's properties, what kinds of sound can you make with it. Create a new environment just using newspaper. This works best with older children by the way.

Environments – Divide the space into different areas containing different materials and objects. You could use string or tape to create a web effect in an area. Another area could even consist of bodies making group sculptures to go over, under and through. Use classroom furniture, whatever you have available. Each area could characterize a different way of moving.

Outdoor Experiences – Unusual Spaces – (Stairways with pillars, hallways, a playground obstacle course). Divide the class in half. Have the children study the space first. Find an unusual place to fill in the space. Those watching: How does the space seem to change when everyone finds a closed, knotted shape? Open, stretched shapes? Off balance shapes? When people sneak and freeze in the space? Group watching could take turns re-sculpting the frozen shapes to create different effects in the space. **Variations**: Use entering and exiting as a theme. Movers find different ways to enter and exit. Also, hide and seek. Hide behind objects in a given space. Children make their body parts appear in various ways. Through one of the space, shake a body part up and then hide it again. Just a head appears, look one way, the other way, then disappear. The possibilities are endless.

WHY ENVIRONMENTAL EDUCATION?

1. To develop increased understanding and awareness of interrelationships in the natural world.
2. To promote understanding of how the natural environment is related to man-made environments.
3. To foster development of attitudes of respect for the earth, and concern for misuse of it's resources.
4. To develop a willingness on the part of campers to initiate and support positive action on the basis of their knowledge of their environment.

WHAT DO CAMPERS GAIN FROM ENVIRONMENTAL EDUCATION PROGRAMS?

1. Campers gain increased powers of observation.
2. Campers gain ability to extend learning from the natural environment to the classroom or home environment.
3. Campers gain ability to relate classroom or home learning to learning in the outdoors.
4. Campers gain ability to understand more abstract concepts such as natural processes, cyclic relationships, interdependence, cause and effect.

Staff at Camp Courageous of Iowa present environmental education activities appropriate for the age and/or ability level of the campers. Efforts are made to supplement previous learning experiences at school or at home such as science classes, ecology and conservation lessons, therefore providing continuity in the camper's learning processes. Staff choose and present activities in such a manner as to encourage camper's natural curiosity, to stress understanding of concepts and development of thinking processes rather than stressing "right answers". Emphasis is on making learning enjoyable and fun. Observing, exploring, measuring, evaluating, discussing, and DOING are all parts of the environmental education process.

BUILDING AN ENVIRONMENTALLY CONSCIOUS SOCIETY

Through environmental education, campers can begin to comprehend at a very basic level the world's problems of pollution, population, conservation, resource allocation, transportation, resource depletion and technology. The camper can begin to define his/her individual role and responsibility to alleviating these problems.

SOME ENVIRONMENTAL EDUCATION ACTIVITIES INCLUDE:

For moderate functioning groups:

- Balance of Nature
- Shadow Clock
- Love/Hate
- Animal Camoflage
- Sniffer Hike
- Lichen Looking
- Sensory Hi-Lo Hunt
- Choose an Environment
- Seed Dispersal
- Ant Population Study
- Snow Ideas
- Commercially Yours
- Ups and Downs

For moderate-to-high functioning groups:

- Soil Porosity (Water Asorption)

ENVIRONMENTAL EDUCATION – ACTIVITIES FOR MODERATE-TO-HIGH FUNCTIONING – Continued

Soil Temperature Readings
Water Pollution – Percolation
Making a Rain Gauge
Filtering Water Pollution
Water Count
Wastebasket Archaeology
Pollution Sock
Air Pollution Collectors
Snow's Insulation
Anatomy of a Snowbank
My Use or Your Use or Our Use
Tree Diversity Study
Microaquarium Building
Plankton Study
Archaeology Exercise
Mapping
Energy Exercise
Indians and Energy
Foxes and Rabbits Game (Overpopulation)
Recycling Game
Special Projects

See card file in Camp Director's office for descriptions of activities.

Community feeling, socialization and fun are some of the main objectives of these large group or all-camp activities usually utilized during evenings at camp, on special days, on the last day of the camper's week, or just for fun.

OBJECTIVES

1. To contribute to the camper's sense of belonging and participation as a group member.
2. To provide opportunities for camper performance or leadership.
3. To provide new and different experiences for camper knowledge and enjoyment.
4. To provide an opportunity for campers to be creative, resourceful, and develop their initiative through the planning and/or execution of the activities.

EVENING PROGRAM ACTIVITIES AT CAMP

GENERAL SUGGESTIONS

1. Evening programs should taper off and prepare the campers for bed. A rousing, highly emotional activity that ends suddenly does not prepare the camper for settling down before returning to the cabin. Try for a relaxed mood towards the end of evening programs.
2. Whenever possible, camper leadership should be employed in the execution of programs. For example: planning, Master of Ceremonies, performing, making announcements, decorating, costuming, leading groups, etc.
3. The program should provide for wide participation by both campers and staff.
4. Organization should be informal or simple in nature unless adequate time can be found to prepare for more complex programs.
5. Programs should be outdoors when camper's level and weather permits.
6. Depending on the situation, evening programs are usually 1 to 2 hours in length.

SHOWS

Talent Show – Counselors and camper group prepares an act to present at the show.
Gong Show – A talent show with an extra twist. A panel of "judges" are selected from camper groups and they decide when to "gong" an act and then tally up points or applause to declare 1st, 2nd, and 3rd place and may announce wonderful "prizes".
Puppet Show
Charades Show – Counselors and camper groups make up a mime situation, person, place, thing, etc. After giving the audience a general category, audience members can shout out guesses.
Counselor Show – May be part of an evening program – staff show off their talents and involve volunteers from the audience whenever possible.
Beauty Pageant – Campers have a chance to costume and make-up their counselor and other staff. Campers that wish to, can be costumed also. This is followed by a beauty pageant with parade, talent section and judging by applause.

DANCES

50's Dance – Bobby socks, slicked back hair, the Twist and selected music from the 50's era all add up to a good time for all.
Visiting Stars Dance – A variety of good dancing music with periodic visits from performing "stars". (Staff or campers dress the part and perform a tune or dance and sing with the record.) Past stars have included Barbra Striesand, Bette Midler, Lennon Sisters, Sonny and Cher, Kermit the Frog and many others. (No autographs please!)

Folk and Square Dance – Dancing to some fun folk recordings, campers learn such dances as the Virginnia Reel, Seven Jumps, Willow Tree, Noble Duke of York, Hokey Pokey, Mexican Hat Dance etc.
Masquerade Dance – Everyone dresses up in crazy costumes. Dancing, costume contests, and guessing identities are all part of the fun.
Theme Dances – Holiday themes, sweethearts, barnyard, full moon, big bands, rock 'n roll, hootnanny, elves and leprechans; You name it – We'll do it!
Dinner Dance – A formal dinner with special menus, "wine list", tableclothes and centerpeices, special decorations, hostesses, waiters and waitresses, dinner music, etc. Everyone dresses up as formal as can be and "Beauty Shops" or Barber Shops" are set up before the Dinner. Campers must make reservations and find a date if they'd like. Staff members serve the guests. Light dancing tops off a very special night.

Possible Themes –

Italian
Country Kitchen
Hawaiian
Mexican
(See description of "Surprise Night" for sample menus.)

GAME NIGHTS

New Games Night – A variety of new games such as Hagoo, Vampire, Hug Tag, Log Roll, Skin the Snake and amny more are played for fun and excersize. Giant group hug is a great finale.
Basketball – Includes a play-by-play announcer, referees, timers, cheerleaders and of course, the teams. Sure-shooting campers may enjoy playing counselors. A half-time show can be great fun and a few surprise visitors (clowns–of all kinds, creatures, animals, etc.) to interrupt the playing, provide additional fun!
Wacky Olympics – Egg toss, balloon toss, wheelchair races, crazy relays, obstacle course, sidewalk bowling, etc. keep everyone hopping.
Wheelchair Basketball
Creative Dramatics – A night filled with actors and actresses performing during various Creative Drama activities. (See Creative Dramatics section of this manual.)
Progressive Dinner – A crazy dinner where each course is located at a different campsite. Individual groups make their way to the campsites one at a time – some groups may have dessert first and the main-course last!
Circus Night – An event where staff or staff and campers present various circus acts such as clowns, wild animal trainers, siamese twins, magic acts, snake charmer, jugglers, balance beam or trampoline acts, weight lifting, carnival games, etc. It's lots of fun to paint everyone's face for the occasion too!
October Fest – Perfect program for a cool night with a full moon. Supper may include sausages, saurkraut, pretzels, apple cider, etc. Following this are activities such as pumpkin carving, seed spitting contests, bobbing for apples, races or relays, and a camp fire ceremony. (Whoops, forgot the "beer" tent!)
Goldminer's Night – Complete with old prospectors outfits, individual camper groups are given a prospector's gold mine map that leads them into various adventures with other prospector groups and considerable puzzling over clues before running into a "gold mine" (planted, before hand, of course). Then it's a race back to the assayer's office to see just how much the gold is worth.
Casino Night – Pack up your chips, folks, and head on over to the Casino to play roulette, 21, under-over, concentration and loads of other games. Don't spend it all in one place!
Night Hikes – Get out the flashlights but only use them in tight spots. A quiet hike to listen to the night and experience the special environment of the woods at night.

Star-gazing – Perfect addition to Night Hikes. Take a breather in the meadow and tell star stories. Find the North Star and various constellations. Talk about space ships and anything in the universe!

Owl Hunt – Another great addition to the night hike. Take along the owl tape and listen to the real owls hoot back. One of the most exciting night sounds!

Taffy Pulls – Lots of fun for a treat towards the end of activities.

Scavenger Hunts – Crazy clues and a race to the finish all add to the fun. Lots of ways to spice it up – have a counselor hunt, dinosaur egg (watermelon) hunt and the results are almost as fun as the hunt itself.

Carnival Night – Includes numerous booths – sponge toss, fortune teller, bean-bag toss, kissing booth, target games, basketball shoot, refreshment booth, clowns and strolling musicians. A good variety of activities and a good time.

Kangaroo Court – A list of crazy rules must be followed by all, throughout the afternoon. The list may include such things as walking through doors backwards, wearing your shirt inside out, saluting when you say hello, etc. Try to follow all the rules because everyone will be spying so they can report all infractions to the wacko judge, complete with judge's robe and mallet, during the evening's Kangaroo Court. Campers will be ready to be picked for the jury box. The accused stand trial and get ready for crazy sentences like, "Stand on your head", "Sing a song solo with three marshmellows in your mouth".

Slumber Parties – A good alternative for those groups that can't camp out for some reason. Crazy games, popcorn, pillow fights, scary stories and all the other ingredients for a good time before hitting the sack.

Gypsy Tournament – Each camper group comes outfitted with scarf, sashes, and bright colors as a distinct gypsy band. Each band must tell it's name and sing it's "gypsy song". A tournament of games and challenges is held including things like "Tractor Pull", modified hand wrestling, stick pull up, balloon duel, etc. After the tournament, camp groups gather around the fire to listen to the old Gypsy Fortune Teller – complete with "crystal ball" and a "witches brew" (hot chocolate or cider for later). Gypsies may tell stories of past adventures and gypsy life.

African Safari – Boundaries of Africa are set up around camp. A number of staff members dress-up as or wear cards with the name of an exotic African animal and a point number. While campers sing some songs or do African chants and circle dance, the "animals" go and hide. Each team attempts to capture the evading animals and bring them back to the "compound". After all the escaped "animals" are caught, points are tallied and awards given to everyone.

Hayride and Hootnanny – An afternoon or evening program when everyone dresses in their country best (farmer hats, cowboy hats, bib overalls, pipes and bandannas, etc.) and gets ready for a ride on a local farmer's haywagon. Lots of wind and hay and country songs accompany the crew through the Iowa country roads. Afterwards, there may be a Country Kitchen special meal with campfire stew, country fried chicken, etc., followed by a hootnanny with your favorite bluegrass music and maybe even some visiting "stars" (counselors dressed up as country singers). A very special event for everyone.

Christmas in August – This event may be Christmas in August, June, July, or whatever time, just so it's far enough from the real Christmas to be a bit wacky, but lots of fun. Traditional activities are, making all sorts of Christmas decorations, singing Christmas songs, "sledding" may be done with a water slide, having a taffy pull or a cookie decorating session, decorating a pine tree or artificial Christmas tree or decorating counselors as Christmas trees and having a "beauty pageant", and of course, a visit from Santa Claus!

Surprise Night – Campers are served a meager dinner of ONE peanut butter and jelly sandwich and ONE glass of kool-aid or water when they come in for supper. The Camp Director explains that the food truck broke down, necessitating a simple meal. After this "snack" campers gather for a sing-a-long. During this, the director receives a phone call that the food truck is coming after all and in a dramatic, enthusiastic way explains the surprise evening activity. Campers are given 20 to 30 minutes to dress up, in costume, according to the theme of the evening.

Possible themes include:

Circus Night – (See description of Circus Night in this section.) Have a circus supper before hand though with hot dogs, pink lemonade, popcorn, peanuts, etc.

Italian Night – (See Dinner Dance) Menu might include spaghetti, garlic bread, tossed salad, ice cream, etc. "Wine bottles, candles, and a roving musician are more extras that add to a special night.

Hawaiian Night – (See description of Hawaiian Luau in this section.) Supper might include salads, relish trays, cold cuts, watermelon cut out and filled with fresh fruits.

Country Western Night – (See Dinner Dance description in this section.) Square dancing or just country music for a dance, or a hayride after supper from a local farmer are some possibilities. Menu might include bar-b-qued chicken or firepot stew, corn on the cob, baked potatoes, watermelon, etc.

Hawaiian Luau – This special night includes island hors de vores, leis, torch dancers, limbo, Hawaiian Hula Dance, tininckling game, various drum and instrumental performances, etc. The afternoon before may include activities to prepare for the evening's activities – making the Hawaiian treats (pineapole and various fruits on a toothpick), practicing the dances, and making leis, "torches", instruments, etc. Of course, everyone should come dressed in Hawaiian garb, (towels or sheets work great for the hula skirts, or make them out of newspaper or even weave grass ones). Lots of fun!

Halloween in July – Activities begin with campers and staff dressing each other in zany costumes and using make-up and face paint as needed. Making extra special costumes and masks can be part of the day's activities. It's great fun to do this before supper so everyone is in costume for a "Spook Meal". Later, campers and staff can prepare a giant spook house with each group preparing one section. Some ideas include – wet spaghetti and peeled grapes, (guts and monster eyeballs), Dracula rising out of a coffin, an "operating table", wild creatures behind bars, mad scientists, creepy "spiders" and webs, etc. After the tours through the spook house, campers participate in a Halloween carnival which might include bobbing for apples, monsters giving out treats for a trick, a fortune teller, sponge throwing and costume judging. A little dancing to a crazy group like the Spooky Spunk or the Crypt Kickers and a little Monster Mash is a great way to end the Halloween Carnival and a great evening!

Dinosaur Day – This activity can be started at breakfast when rumors are spread that a "bushman" or "cave man" has been sighted roaming around the area. Periodically, staff members can claim that they have seen shadows or forms in the trees which resemble the cave man. Regular activities can have a pre-historic twist like ancient cave paintings with colored sand or moss men that look like cave men, or yells and stomps for caveman songs or pre-historic fossil hunts, etc.

To add to the curiosity, have the maintenance man, Executive Director or some person more unfamiliar to the campers dress up as the bushman (rat the hair, wear fur or gunny sacks, charcoal on the skin, a club, etc.) and dash through the dining hall during supper. Staff can really ham it up here and keep the excitement going until an archeologist (some unknown person with a British accent, pipe, and lots of tools) shows up, after evening songs, with some maps given to him by area residents who claim to have seen the cave man's hideout on camp grounds. The maps should lead to the same spot where everyone eventually meets and finds the cave man's "home" with some of his things (bones, fire-pit, drawings) left around. All groups hide in the area. The "cave man" appears when all the groups have found the spot. They take him back for questioning and the archeologist interprets by using the "grunt language".

The evening may end with a dinosaur egg hunt (watermelon hunt)! Fred and Wilma Flintstone would love it!

OTHER EVENING PROGRAMS OR SPECIAL EVENTS

National Smile Day
Pigtail Day
Backwards Day
Hat Day
Counselor Hunt
Easter in August
Birthday Party
Dutch Auction
Mock Wedding
Sensory Circus
Caving
Nature Night (See Nature section of this manual)
Night Canoeing
Various Campfire Ceremonies

Songfests

Wishing Sticks – Campers and staff each have a stick to add to the fire and one by one make a wish for the coming week or any wish at all!

Indian Ceremony – Sand painting around fire ring, chants, pow-wow, costume, Indian dances and stories, etc.

Candle Light Ceremony – Much the same as wishing sticks, but with candles, lit one by one as each person speaks. "It Only Takes A Spark" is a great ending song for this one.

Jungle Breakfast – Counselor hides breakfast in trees and around a certain area, then wakes campers to hunt for their breakfast and eat it in the tree house, in an unfamiliar part of the woods, or in the trees!

ANIMALS

At Camp Courageous of Iowa, the animal pens house several chickens, ducks and ducklings, rabbits, goats, and sheep. In the large pen is kept the camp horse. (Activities with the horse take two spotters and a counselor who leads the horse. Campers wear the helmet.) Camp also has an ant farm, a worm ranch, a guinea pig, several fish tanks and a few snakes.

The animals are a wonderful sensory experience for campers regardless of their handicap. Many a camper has expressed delight at touching a duck's feathers or it's bill, at watching the chickens and rabbits scurry around the pen, or finding out that snakes **aren't** slimey and can be held, if you know how to hold them.

The "chores" include selecting the right kind of feed and proper amounts, and giving feed and fresh water to the animals. Campers also help clean out pens and lay fresh straw beds for the animals. Campers can begin to understand the connection between animals and the products we use – the lamb's wool, goat's milk, eggs from chicken, etc.

The experience of being with farm animals, regardless of which animals or what the camper's level of functioning may be, seems to be an enjoyable, educational and exciting experience.

GARDENING

At Camp Courageous of Iowa, campers can get a first hand experience in planting and harvesting vegetables. Campers get an opportunity to understand the whole process by which vegetables eventually end up on the dinner table. Campers work together cooperatively to spade the soil, plant, thin out young plants, mark rows, weed, water and harvest the home grown veggies over the course of spring and summer.

GOALS OF THE GARDENING PROGRAM

1. To assist campers in their understanding of gardening; to acquire a better understanding of the whole process by which we receive our food and ultimately our strength and nourishment. ("You mean carrots come from somewhere BESIDES the supermarket?)
2. To experience "hands-on" planting, watering, weeding – caring for the living plants.
3. To give campers the experience of using gardening tools – hoes, rakes, shovels and hand tools.
4. To learn how plants grow and reproduce -- the role of minerals in the soil, of light, air, and water in the growth process.

Campers go fishing at the river or at Central Park. We use poles, line, bobber, sinkers, and a variety of baits – worms, corn, bread, etc.

OBJECTIVES OF FISHING

1. To familiarize campers with how to bait hooks and use poles; how to recognize a "bite" and pull in the "whopper".
2. To teach campers how to take fish off the hook, clean and cook them.
3. To enjoy the outdoors; to relax, to take time for passive recreation. To enjoy the company of others or peace and solitude. Remember that relaxation and enjoyment of the outdoors is far more valuable and important than whether or not you catch any fish!

SAFETY CONSIDERATIONS

1. Be careful in handling poles. Watch that campers do not poke others and inflict injury.
2. Watch for campers flinging poles up and down or side to side in the water or on land. The pole itself and especially the hook are dangerous to others.
3. Always take a first-aid kit along, and make sure you have antiseptic and band-aids.
4. Keep campers away from the tackle box and do not leave it open and unattended. Campers may use pliers, hooks, or knives in inappropriate and dangerous ways.

Many campers are frightened by baiting a worm on a hook. Try to get them to touch the worm if nothing else. Many will be afraid to take fish off the hook. Again, try to have them observe closely and at least touch their fish. You may opt to remove the fish from the hook and if it's too small, have **the camper** throw it back in the water.

Music at Camp Courageous of Iowa is a variety of large and small group activities from all-camp songfests to making rhythm instruments or recording a collage song of nature.

OBJECTIVES

1. To stimulate camper's natural creative response to music.
2. To use music to encourage physical activity and exercise – action songs, clapping along, various music games.
3. To provide opportunities for enjoyable socialization and leadership roles as well.
4. To give campers the opportunity to make music through singing, clapping, stomping, making up lyrics or using and making various instruments.
5. To use various educational songs to reinforce learning concepts such as numbers, alphabet, colors, animal sounds, language, etc.
6. To introduce some of our campers to basic music concepts such as rhythm patterns, meter, sound quality, various instrument types, harmony, etc.

ACTIVITIES (See activity card file for explanation of specific activities.)

Group singing
- Action songs
- Folk songs
- Rounds
- Etc.

Create a song
Record nature's song – sound collage
Making musical instruments
- Pan pipes
- Wind chimes
- Button castenets
- Junk instruments
- Kazoos
- Shakers
- Drums
- Rhythm sticks
- Sandpaper blocks
- Tamborines
- Water bottles
- Whistles
- Etc.!

Make instruments from materials found outside
Have a rhythm band
Musical Chairs
Cooperative Musical Chairs
Mood painting to music of varying tempos
The colors of sound
Create a chant
Polyphonic poetry
You be the Conductor
"Before the Sun Goes Down" song
Bone-Twist
Chant-a-rub
Combo relay
Corporate dance creation
Drum On.....

Eye Your Partner
Floor show
For the Birds
Junk band
Musical machine
Musical obstacle course
Musical trust walk
Quiz sticks
Poison sticks
Song matches
Sound stories

A great resource is – "Joy in Music with Special People" by Cherie Hill.

SONGFESTS AND GROUP SINGING

TIPS FOR A SONG LEADER

1. Begin with songs that everyone knows.
2. Be enthusiastic!
3. Know your song and pitch before you start.
4. Give directions and song introductions clearly.
5. Participate with the group.
6. Keep the group going by keeping a definite rhythm with an instrument or clapping.
7. Don't let a song drag on too long. Kill it before it dies.
8. Ask for requests. Encourage campers to lead their requests if they want to.
9. Use a variety of songs – fast, slow, new, old, action songs – rounds.
10. If campers are going to rest hour after lunch time songs, end up with some slower wind-down songs.
11. Teaching songs:
    a. Sing the song through first.
    b. Sing one line at a time, have campers repeat after each line.
    c. As they are learning, give the direction the music goes with your hand.
    d. Repeat the song many times while the group gets the hang of it.

ADAPTING MUSIC FOR THE:

NON-AMBULATORY

1. Use action songs with arm movements.
2. Help individuals with movements when needed.
3. Allow the individual to decide to what degree he/she can participate.

BLIND

1. Explain the motions of songs when you demonstrate.
2. Slow down songs.
3. Give some sound for starting the song.
4. Clap with the beat.

DEAF

1. Use vibrating rhythm instruments.
2. Emphasize sense of touch.
3. Use both voice and sign language.
4. Stay in clear view of all so they can watch your lips.

MENTALLY HANDICAPPED (EMH – TMH)

1. Use songs with repetition.
2. Pronounce clearly.

3. Take time teaching each song.
4. Do action songs and help campers with motions as needed.

MENTALLY HANDICAPPED (S/P)

1. Sing with or for them. Music is very soothing for them. Respond to any sounds or motions they make.
2. Use touching – slowly swing their hands, feet or head to the music.

A CAMP SONG LIST

Action songs:

She'll Be Coming 'Round the Mountain
Chester Have You Heard About Harry
If You're Happy and You Know It
Noble Duke of York
My Lovely Auntie
Chilly Willy
Father Abraham
Grey Squirrel
Little Bunny Foo-Foo
The Bear Hunt
Desperado
My Bonnie
Head, Shoulders, Knees and Toes
Three Chartreus Buzzards
Hokie Pokie
Itsy Bitsy Spider
Mr. Moon
Little Pile of Tin
Bubble Gum
Ram Sam Sam
Dodilly-Doo
Kookabura
If All of the Raindrops
The Wheels on the Bus
The Elephant Went Out to Play
That Camp Courageous Spirit
Kum-By-Ya (Sign Language)
Green Grass
This Old Man
Ten Little Indians
The Ants Go Marching
Scitamarinky-Dinky-Dink
Put Your Finger in the Air
In a Cabin
Foolish Man
Something In My Pocket
Chilly-Chilly

Meal Songs – Graces:

Thankyou Lord
Morning Has Come
Allelu
Johnny Appleseed
Back of the Bread

Hark to the Chimes
Doxology
Amen

More Songs:
This Land is Your Land
Happy Wanderer
Leaving On a Jet Plane
Swing Low Sweet Chariot
Red River Valley
On Top of Old Smokey
Home On the Range
He's Got the Whole World
Amazing Grace
Pass It On
Do Lord
Michael RowYour Boat
Plenty of Hope
Rock-a-My Soul
Morning Has Broken
Tom Dooley
Today
Skip to My Lou
Five Foot Two
Day by Day
Bill Baily
You Are My Sunshine
Country Roads
Down By the Riverside
Froggie Went a Courting
Five Pockets
Boom-Boom Ain't it Great to be Crazy
I've Been Working on the Railroad
Oh! Suzanna
If I Had a Hammer
Blowing in the Wind
Five Hundred Miles
My Wild Irish Rose
Where Have All the Flowers Gone
How Much is That Doggie in the Window
Marshmellow Mountains
Fried Ham
Callioppe
I am the Great Musician
Four Leaf Clover
John Jacob
Puff, The Magic Dragon
The Wishing Song
Eidelweiss
I Believe In Music
Bingo
Do Your Ears Hang Low
Sarasponda
The Bear Went Over the Mountain

Old McDonald
Ain't That Funky Now
Peanut Butter and Jelly
It Ain't Gonna Rain No More
Noah's Ark
There's Nothin' Like the Country

Rounds:
Three Blind Mice
Make New Friends
America
Kookabura
Row, Row, Row Your Boat
Rose
Are You Sleeping
I Love the Flowers
Alloutte
Hey, Ho, Nobody's Home

Activities are based on natural awareness and experiential outings called acclimatization. Very active or passive and reflective, these activities heighten ones appreciation for the natural world.

OBJECTIVES

1. To give campers a sense of wonder and appreciation of the natural world.
2. To give campers the opportunity to use all of their senses; touch, taste, hearing, sight and smell, to explore nature in a new and exciting way.
3. To develop and encourage camper's questions and curiosity when exploring nature.
4. To teach campers respect for nature – to look at, touch, remember, etc., without picking, collecting or destroying needlessly.
5. To coordinate with and enhance environmental education programs.

RESPECTING THE NATURAL ENVIRONMENT

1. Conservation of natural resources must be practiced in collecting natural materials.
2. If you are collecting something, don't collect one unless there are many more of the same kind in the area.
3. You should have a definite purpose for every item you collect.
4. Don't collect from areas which are heavily used by people (near buildings or on trails).
5. Don't disturb nesting birds. Don't collect nests except during late fall or winter.
6. Don't allow campers to tug at tree branches or pick at bark.
7. When collecting firewood, stress that campers should find dry, dead wood.
8. Pick up any trash you see. No littering!
9. Treat the area with respect so next year's (or next week's) users will find it as rich and enjoyable as you did.

SAFETY RULES

GENERAL SAFETY WHILE HIKING

1. A first aid kit shall be taken on all hikes beyond general main camp area.
2. One staff member will lead and one will trail campers while hiking.
3. Campers in wheelchairs shall wear safety belts in areas with rough terrain.
4. Be aware of the possibility of snakes, especially in rocky areas and by the river.
5. Check campers for ticks in tick season. Use mosquito spray and sunscreen when necessary.
6. Unsteady campers will have one-to-one supervision on steps and hilly areas.

SENSORY ACTIVITIES

1. Staff will allow campers to taste and feel only those plants which are familiar and known to be safe.

ANIMALS

1. When collecting or observing bugs, be alert for pinching, stinging or possibly poisonous insects.
2. Teach campers the proper way to hold and pet camp animals. Teasing and chasing animals should be discouraged.
3. Keep campers away from any animal that exhibits strange or sickly behavior.

WORKING WITH CHILDREN IN THE OUTDOORS

Leader's Survival Guide: Our purpose should be to teach to the heart. If the heart gets the message, then the mind and the hands can cooperate in harmonizing the world order.

APPROACHES AND ATTITUDES

1. Don't worry about knowing everything. You don't need to know it all to be successful. It's more important to get the children looking closely.
2. Familarize yourself with the area. You'll benefit from the knowledge and you can also work out time, distance, and place problems.
3. Establishing group rules in the beginning avoids problems on the trail.
4. Look for opportunitites to answer questions from children with another question or a statement that will make them look more closely at an object. A direct answer usually closes the discussion and no more learning (observing) will take place.
5. Children learn from you by example more than by statement. Therefore, watch your attitudes. They are the ones the children will pick up. For example:
   a. Your positive concern for the area will impress them with a need for taking care, thus you should "touch but don't take" and "put everything back".
   b. Be willing to do anything you ask of the children.
   c. If you cannot hide your "hang-ups" (fear of snakes, etc.) at least admit to them as "hang-ups" instead of "the-way-to-be".
6. Keep it active. Stops for exploration can be longer than stops to talk and listen but any stop can be overlong. Watch your group to determine how long a majority will stay in one place.
7. Think about the physical comfort of your group. Pay attention to clothes and bugs and "stuff" and make suggestions to the group on how to prepare.
8. Think about the kids in the back of the group. Make sure they see as much as the ones in front. Temporary containers are useful to hold small things for observation and later return. In this way **all** the children can view the object of interest and the object won't be destroyed either.
9. Make it easy for children to investigate further. Make field guides available on the spot or suggest places and sources for future investigation.

A leader's role is to help children **see** – become conscious of what is around them. They don't have to have names and lables for what they see, but should be able to see the living parts (birds, grass, insects, etc.) of a community. Many simple gimmicks can be used to help bring a child to awareness of the world around him/her. Some that we have used successfully are listed below:

1. Talking about the landscape as a puzzle with many pieces – breaking down what a child calls just "woods" with questions like "Does anything else grow in there besides trees?" "What kind of animals (birds, insects, etc.) do you find in woods?" Why do you suppose they're there?". (Draw up a mural of a community – its plants and animals – paste it on cardboard and cut it up into puzzle pieces.)
2. Comparison to the familiar – a tree with holes or nests can be talked about as a "hotel" tree. An oak might be called a grocery store – "Who do you suppose comes to this grocery store?". A green leaf is a mixing bowl where the plant mixes the ingredients from air and water to make food. Leaves on the ground make up a blanket. Mud, which might show tracks and happenings, tells the news – is a newspaper. Deer trails or mouse tunnels in the grass are animal roads or highways. Insects, birds, animals and mushrooms which break down dead plants and animals are the garbage men who clean up the community. A puddle might be a bath tub for the birds. A spider web might be like flypaper. Nature "packages" are eggs, cocoons, nests, webs, seed pots, plant galls, etc. (Don't collect!)
3. Drawing what they see – especially with color crayons – makes children look closer, and is a way of making a collection without destroying. Example:
   Draw an animal where it lives.
4. Nature check list of things found and left in place – or of experiences using different senses (feeling old wood, hearing a mosquito, smelling a yellow flower, hearing a frog jump, etc.).
5. Role playing – go into a woods or meadow and ask the children to be an animal that lives there, and to behave like that animal (hopping, hiding, hunting, running, etc.). You might see if a simple what-eats-what "food-chain" can be set up when they've picked their animals.

Act it out. Remind them that all these food chains begin with a green plant originally **making** it's own food.

6. Use the ridiculous every so often. Have children make up and draw or build an imaginary plant or animal perfectly suited to a combination of situations – such as a basement and a treetop. This can teach about adaptations to environment. Make a statement assuming something inanimate is alive, and follow it up by listing it's "needs". (What does a school bus need to "live"? What's it's shelter? Food? Way of moving? Water supply? Protection? Etc.)

Short Activities and Gimmicks: Here is a list of things you can have campers do on a nature walk.

1. Find the tree that's biggest around without using a measuring tape. Have campers hold hands to reach around the ones too large for one camper to put his arms around. (One-kid tree, two-kid tree, etc.)
2. Wild Animal Hunt : Lots of wild animals live and depend on the grass, trees, etc. Most of these are very tiny, smaller than a lady bug. See who can find the tiniest wild animal.
   OR – See who can find the first red one.
   OR – See who can find the brightest one.
   OR – See who can find the one with the most legs.
   OR – See who can make the longest list of animals seen, etc.
3. Blindfolded Detective : Use a camper's scarf for a blindfold. Hand the one who is "it" a nature object found around him/her. Have him/her guess what it is by using touch, smell, and hearing.
4. Flower Power: Look for the flower with the sweetest smell. Look for the one with the worst smell. This game is best done in an area where there are several types of flowers together. You can also look for animals in flowers – Who can be first to spot a bee, an ant, a spider, etc.
5. Look for packages in Nature. Eggs, cocoons, seeds, buds, webs, plant galls, etc. are all "closed" packages. Look for these and more. Look, too, for "open" packages.
6. Look for animal "hotel trees" and for animal "grocery stores".
7. Pick up man-made litter, but leave natural things such as feathers, bones, pretty stones, cocoons, etc. Talk recycling and make a game of figuring out "What will use this if we leave it here?".
8. If you find some animal droppings (scat) examine them to determine what animal might have left them. What did he eat? Are the scats fresh or old – check this by sight, smell, and touch.
9. In a wooded area have the children close their eyes and then tell what color tree or shrub bark is. Open eyes and check. It always helps if you can stop near a plant that has a purple, red, or other bright colored stem. It is something they often do not notice.
10. Lawn grass: What lives there? Get down and look.
11. Here are some things to discover in an open field:
    a. How many different kinds of grasshoppers can you find?
    b. How do grasshoppers react when you walk quickly (or slowly) into their habitat?
    c. Do you hear any chirping or buzzing sounds? Search for the source of the sounds.
    d. What do grasshoppers eat? How did you find out?
    e. How many different kinds of plants can be found in the field? (No names are necessary.) Or limit it to searching for the different kinds of grass.
    f. What does grass smell like? Taste it too. Is it sweet, salty, bitter, or sour? Are all of the grasses alike?
    g. What colors can you find in a "green field"?
    h. Not counting man-made things, who can see something blue? (Sky, maybe water, dragonfly, etc.).
    i. In an area where there are flowers blooming, ask everyone to pretend they are bees and try to determine which would be the bees' favorite flowers, and then by what means they made this decision. Some will smell, some taste, some choose on basis of color – perhaps some will watch the bees.
    j. What food for carnivores can you find in this grassland? For herbivores?

12. Compare temperatures in an open area with a forested area.
13. Campers always want to know, "Are those berries good to eat?". Let them taste **one** of each of the following if they wish to determine for themselves. (Spit out most of them.) Honeysuckle, buckthorn, raspberry, gooseberry, smooth or staghorn sumac, grape, cherry, ciderberry, hawthorn, rose hip, blackberry.
14. In a wooded or shrubby area see how many different kinds of prickly plants you can find. How do the prickers differ?
15. Look for animal-made holes in any community. What sort of creature might have made it? Try to determine who would use the hole now (on the basis of size, location, shape, angle, depth, smell).
16. Find out what uses the area in, around, and under a log. Check also for temperature and moisture differences.
17. Feel and smell mud. Look for living things and traces of living things.
18. In the forest feel tree bark and describe the feeling in words. Place both hands on a tree trunk and see if you can feel the tree move in the wind.
19. Grab a handful of last year's or fallen tree leaves and smell.
20. Search for the warmest or coolest spot in the forest, the pond, or the marsh.

MORE NATURE ACTIVITIES

Hug-a-tree
Barefoot-blindfold hike
Sense hike
ABC hike
Leadership hike
Color hike
Animal locomotion hike
Nature scavenger hike
Silent Indian hike
Indian whoopee hike
Trust hike
Hand lens hike
Mirrors hike
Bubblegum hike
Frog hike
Hobo hike
Grokking hike
Apartments
Ant's eye view
Mini-trail
Lasso an ant
Rock collection
Feely bags
Spiderwebs
Spore prints
Natural paints
Quiet spots
Be an animal
Animal Charades
Tickly Prickly
Rock garden
Make an ant farm
worm farm
hot house

- bird feeder
- bird house
- creature collector
- animal blind
- butterfly net
- etc.

Find a treasure
What's My Line?
Viewing party
Burrs In Your Gurrs
Exploring the unknowns
Nose ticklers
Taste Teasers
Seton journey
Call of the crow
Space explorers
Wild animal scramble
Plant succession crawl
Make a bird's nest
Spider and the Flea
Terrariums
Wild things garden
Blindfold circle
Owling
Animal tracks
Making casts of animal tracks
Friendship
Feed and care for camp animals
Gardening
Fossil hunting
Creature collecting
Snow tracks
Sunrise/Sunset Ceremonies
Camoflauge games
Wagon wheel
What's missing?
Duplication
What Animal An I?
Animal homes
Interview
Pine-needle play
Princess and the Pea
Natural clay hunt
Deer watch
Nature's room
Make a miniature ice castle
Acc. snow walk
- secret skeletons
- whiffs
- color dabs
- snow sculptures
- snow steps
- snow scenes
- eskimo snow

Buried treasure

Nature bingo
Wild edibles
Natural dyes
Special shapes
Show and tell
Poetry walk
Onion trail
Discovering leaves
Mini-maps
Find:
- "Packages" in nature
- "Grocery Stores" in nature
- "Carpets" in nature

Wild animal hunt:
- the tiniest
- the brightest
- the most legs
- the green ones

Caterpillar walk
Web of Life
Mineral cycle
Images
Earth windows

Most of these activities can be found in the Camp card file.

Camp cooking is always a combination of the right ingredients, the right fire, the right timing, and lots of guesswork. A little bit of talent and presto! You've got a tasty meal.

FIRES

1. For grilling meats or boiling foods use a high fire of medium size, fast burning, dry woods.
2. For toast, dutch oven cakes, and most dutch oven main dishes use hot glowing coals made from long burning hardwoods.

This following section gives suggestions for campout menus. Some are "tried and true" recipes, others are brand new. This section is designed to serve as a reference to the recipe card file in the Camp Director's office.

Breakfast ideas

- Eggs – scrambled – add cheese and onions for a change – fried, poached, boiled
- Cereals – oatmeal – add fruits, cinnamon
  - granola – with hot milk in cold weather
  - corn meal mush
- Pancakes – add berries, shredded apples and cinnamon or invent a filling and roll it up inside.
- French toast – add vanilla and cinnamon for flavor
- Birds nests
- Eggs in an orange
- Doughboys or twisters
- Cinnamon rolls
- Spider corn bread with cheese
- Double boiler bread
- Spoon bread
- Breakfast pizza
- Oatmeal shortbread
- Eggs in tomato cups
- Fruit fritters
- Creamed eggs

Lunches – Lunches should be easy and relatively fast cooking. One pot meals, cold trail foods, grill or frying pan dishes all work well.

- Sandwiches
  - peanut butter and jelly
  - peanut butter and cheese (can be grilled)
  - peanut butter and banana
  - grilled cheese (add sliced tomato)
  - tuna salad (add lettuce and tomato)
  - egg salad (add lettuce and tomato)
- Hot dogs – hot dog and cheese fondue
- Pigs in a blanket (hot dogs in bisquick roll-ups)
- Hamburgers
- Walking salad (cored apple filled with peanut butter, raisins, gorp)
- Ants on a log (peanut butter and raisins on celery)
- Extras
  - crackers – graham and saltine
  - carrots
  - fruits
  - chips
  - dry concentrated soup mixes

Suppers – main meals – Suggested dishes and ingredients to order:

1. Spaghetti
   - spaghetti noodles
   - salt/pepper
   - ground beef
   - tomato paste/sauce
   - onion
   - cheese
   - mushrooms
   - oregano
   - italian herbs

   Serve with garlic bread and wild edible greens
2. Lasagna
   - lasagne noodles
   - salt/pepper
   - ground beef
   - tomato sauce
   - cottage cheese
   - grated american cheese
   - mushrooms
   - oregano, italian herbs
3. Pizza - 3 cooking methods:
   a. tonka toaster pizza – use 2 slices of bread for crust
   b. cookie sheet or baking pan – pre-bake the dough crust in pan with lard on bottom and tin foil cover, over medium heat
   c. Dutch oven deep dish – 1 dutch oven for 5 people

   Ingredients:
   - bisquick and water or bread
   - ground beef
   - onion
   - mushrooms
   - cheese
   - tomato sauce
   - salt/pepper
   - oregano, thyme
   - italian herbs
4. Meat loaf - (dutch oven) – grease bottom with lard or use the heels of the bread loaf
   - ground beef
   - cereal filler (oatmeal)
   - 2 eggs
   - tomato paste or meat base soup mix
   - onion
   - cheese
5. Chili
   - ground beef
   - tomato paste/sauce
   - kidney beans
   - onions
   - chili powder
   - salt/pepper

   Goes well with saltines and cheese
6. Tacos
   - canned taco meat or ground beef and tomato paste

lettuce
grated cheese
chopped onions

7. Foil packs -- envelope style wraps (see drawing)
   hamburger patties
   sliced potatoes
   cheese
   carrots
   cream of mushroom soup (canned)
   onions
   Simmer on coals, turn often
8. Shishkebobs -- skewer on a long thin green stick, stripped
   chunk hot dogs
   sliced potatoes
   carrots
   other vegetables in season
   pineapples
   Serve over rice and invent a sauce
9. Beef vegetable stew
   ground beef
   concentrated dry soup mix
   barley, noodles, dumplings (bisquick)
   corn, carrots, beans
   potatoes
   salt/pepper
10. Tuna and noodles
    tuna
    noodles
    onion
    "cream of" soups
    grated carrots
    peas
    cheese
11. Stuffed tomatoes or zucchini -- Fill with uncooked ground beef
    rice
    onions
    chunk cheese
    Boil in tomato soup, season
12. Chicken and rice
    canned chicken
    rice
    onions
    salt/pepper
    "cream of" soups
    vegetables
13. Chicken and dumplings -- Same as above only when boiling, drop in spoonfuls of bisquick dumplings and put on a tight lid
14. B-B-Q chicken on the grill
15. Dutch oven chicken (baked) -- baste with broth or bouillon juice
16. Chicken supreme
17. Ham and beans -- one-pot boil
    canned ham
    navy beans
    seasonings
    Goes well with cornbread

18. Scalloped ham and onions
19. Pork 'n beans and hot dogs
20. Salmon loaf – dutch oven
    - salmon
    - egg
    - bread filler
    - tomato sauce

Side dishes – see recipes in Camp Director's office file

- Potatoes and "stuffers"
  - volcano potatoes
  - potato pancakes
  - sand baked potatoes (see drawing)
  - hush puppies
  - biscuits
  - foil potatoes 'n onions
- Vegetables and salads and soup
  - scalloped corn
  - baked squash
  - green beans and mushroom soup
  - glazed carrots
  - 3 bean salad
  - corn chowder soup
  - stuffed tomatoes

Desserts

- s'mores – graham crackers, chocolate squares, marshmallows
- pudgie pies – (tonka toasters) -- bread and butter, pie filling
- banana boats -- slice lengthwise and fill with chocolate squares and marshmallow; bake in tin foil in the coals
- glazed cinnamon apples – bake on a stick and roll in cinnamon sugar or wrap in foil and fill with goodies
- baked apples and bananas -- in a dutch oven slice and layer with bits of butter, add water and bake slowly
- fruit cobblers
- dump cake
- dutch oven upside-down cakes
- cherry delight
- marshmallow popcorn
- popcorn balls
- hay hole ice cream
- banana fritters with orange sauce
- cobblers

Breads – dutch oven or reflector oven

- logan bread
- spoon bread
- bread twisters

COOKOUT PORTIONS

Hamburger

- 2 patties / 1 person
- 1 lb / 5 persons

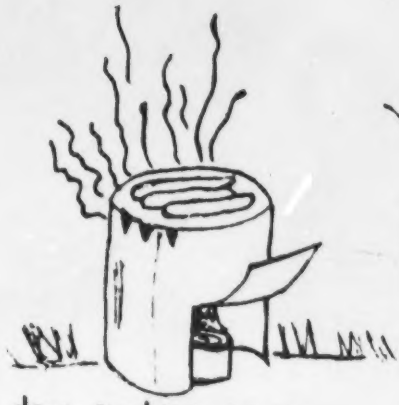
Stew Beef
1 lb / 5 persons
Cubed Beef
1 can / 30 people
Beef and vegetable protein
1 can / 15 people
Hotdogs
2 / 1 person
Canned chicken
1 can / 6 persons
Raw chicken
2 pieces / 1 person
Peanut butter
1 cup / 7 persons
Eggs
1½ / 1 person
Cheese
½ slice / 1 person
1 slice / cheese sandwich (2 sandwiches / 1 person)
Rolls
1 / 1 person
Sweet rolls
1 / 1 person
Buns
2 / 1 person
Bread
1 slice / 1 person
4 slices / 1 person (for sandwiches)
Pancake mix
1 cup / 5 people
Bisquick – as needed for recipe
Hot cereal
2 packets / 1 person
Cold cereal
2 cups / 1 person
Potato chips
1 bag / 5 persons
Baked potatoes
1 / 1 person
Popcorn
½ cup / 4 persons
Marshmellows
1 bag / 10 people
Chocolate bars (for s'mores
1 bar / 3 people
Graham crackers
4 square. / 1 person
Syrup
1 container / 7 persons
Cookies
2 / 1 person
Jelly
1 cup / 7 persons
Cake mix
1 cake / 15 persons

Ice cream mix
½ gal. / 7 people
Apples
1 / 1 person
Bananas
1 / 1 person
Oranges
1 / 1 person
Canned fruit
½ cup / 1 person
Pork 'n beans
1 can / 4 persons
Green beans
½ cup / 1 person
Peas
½ cup / 1 person
Corn
½ cup / 1 person
Carrot and celery
3 / 1 person
Mustard/ketchup
1 container / 15 people
Milk
1 gallon / 7 persons
Kool-aid
1 gallon / 7 persons
Hot chocolate
2 packets / 1 person
Taco mix
tell Jerry the number of people
Taco shells
2 / 1 person

TIPS ON USE AND CARE OF OUTDOOR COOKWARE

1. Dutchovens must be greased lightly with lard after washing.
2. Cast iron frying pans must be greased lightly with lard after washing.
3. Put out buddy-burner fire source (tuna can with waxed cardboard coil) with sand or smothering. **Do not use water because of the paper and wax.**
4. Be careful not to lay tonka toasters directly in the fire – the metal will melt.
5. Clean rims and inside grooves of cap on water containers. Do not wash plastic containers in greasy water. Rinse in non-sudsy Mikroclean water. Rinse again in **HOT** water.
6. Popcorn poppers work well without any oil. Popcorn also pops well in a dutch oven.

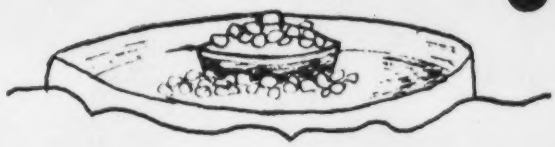
Outdoor Cookery



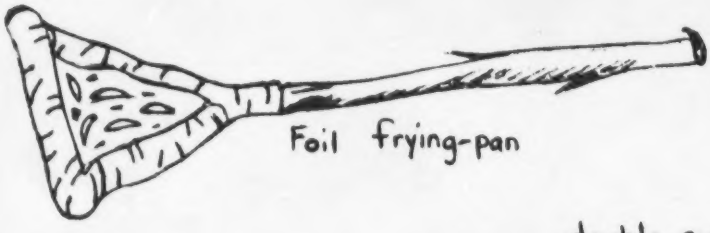
Hot dogs cooking on a Buddy-burner

Frying pan cookery on tin-can stove

Dutch oven in hot coals in the fire pit

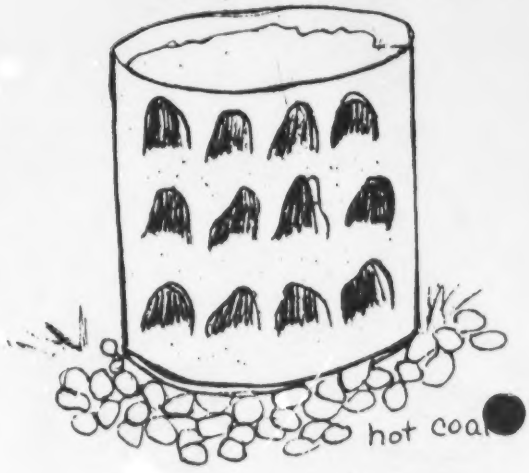


Potatoes-in-skins cooking in a tin can full of damp sand; rock salt



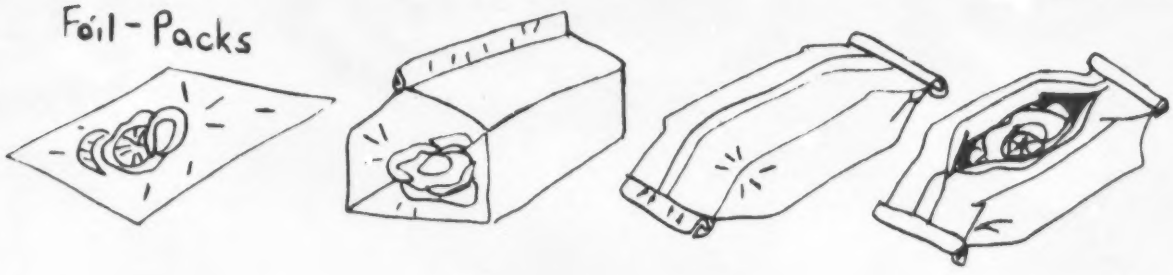
Foil frying-pan

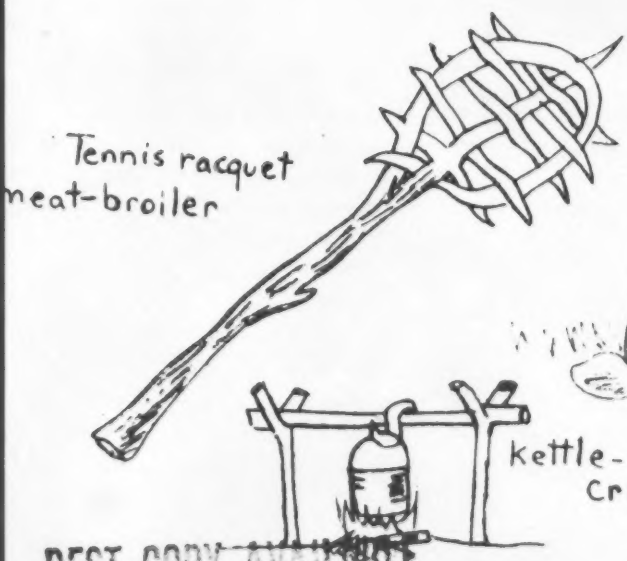
double-purpose skewer and can-holder



hot coal

Foil-Packs





Tennis racquet meat-broiler

Reflector Oven

Kettle-on-a-crane

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SUGGESTIONS FOR RAINY DAYS

Many unique opportunities for activities can be found outdoors on rainy days. If it is not lightening or raining too hard many campers will be able to put on camp rain ponchos and other rain gear and enjoy a unique time out in the rain. At times when groups want to stay inside, it's important to utilize all camp buildings so campers don't end up crowded into one space. Following are a few suggestions for special activities outside and activities that can be done in various places inside.

RAINY DAY FUN OUTSIDE

Use camp ponchos and make sure campers dry off throughly when returning inside. Don't be afraid to get dirty – natural showers and camp showers available!

- Mud slides
- Play
- Broad jump
- 3 legged race
- Balloon popping (tied to ankles and sit on them)
- Hopping races
- Mud prints
- Rain-splash pictures
- Where do animals go in the rain?
- Collect worms
- Make a worm farm
- Discover minature erosion fields
- Get out a tarp and make a huge human caterpillar
- Mud sculptures
- Do a Sunshine Dance
- Have a rain ceremony
  - circle dance
  - chants
  - why can we be thankful for the rain?
- How do you measure the rain? (Make a rain gauge)
- What type of clouds bring rain? (Cloud study)
- Rainy day fishing
- Looking for rainbows (What makes a rainbow?)
- Sense hikes – rain brings out earthy dirt and plant smells
- Find or make natural shelters
- Find out if rain really does run off a ducks back!
- Rainy day scavenger hunt (The list of items to be found should include things difficult to find on a rainy day – a dry leaf, a fly, a dry pine cone, etc.)
- Tug-of-war in the mud

INSIDE ACTIVITIES (Scatter camper groups throughout camp)

- Rain sounds
- Storytelling
- Friendship seminar
- Life talks

Maintenance Shed

- All types of woodworking
- Crafts

Nature Center
- Taste teasers
- Web of life
- Space place
- Animal cycle
- Feely box
- Explore items in nature center
- Storytelling
- Creative dramatics

Lodge
- Cooking experiments
- Crafts
- Creative dramatics
- Music activities
- Puppets
- Taffy pull
- Ice cream

Cabins
- Clean-up
- Costume parade
- Beauty shop
- Barber shop
- Small group activities

Gym
- Cooking in the middle room
- Organized games
- New games
- Dancing
- Movement activities
- Trampoline
- Cage ball
- Parachute
- Pool
- Ping-pong

Etc. – Etc. – Etc.!

ROCK CLIMBING AND RAPPELLING

Rock climbing ranges from high country trail hiking to highly technical rock climbing. Here at Camp Courageous of Iowa, a camper with steady mobility may begin by hiking on many trails near and on the bluffs. These areas have gradual slopes and no ropes are tied to campers. A support line (gold line rope) may be tied to trees to aid campers. Counselors spot campers during this type of "trail rock climbing".

The next step in the rock climbing progression is to utilize one of several sheer rock climbs along the river in Picture Rock County Park. Here campers are secured to a gold line rope as they climb. A belayer (staff person approved by Camp Director to set-up and control safety line) is responsible for the safety of this activity.

Rappelling is the process of descending the rock face using p oper rope and hardware. Here two ropes are utilized. One is a rappell line and the rappeller is in control of his/her descent. The other rope is a belay line or safety rope. Again, the belayer is responsible for the total safety of this activity.

OBJECTIVES OF ROCK CLIMBING AND RAPPELLING

1. Campers learn to trust belayer, rope and staff in a new and unfamiliar environment.
2. Campers learn to use hands and feet to climb rock properly and to descend rock while rappelling.
3. Campers gain confidence and self-esteem in a new and challenging activity.
4. Campers learn appropriate verbal commands.
5. Campers have fun and enjoy the feeling of accomplishment.
6. Campers will improve physical strength and endurance.
7. Camper learns to deal with feelings of frustration.
8. Camper improves problem solving abilities and logical thinking.

SAFETY RULES – GENERAL

1. Climber, Rappeller and staff member responsible for verbal commands wear helmets at all times.
2. No one will go within 20 feet from the edge, at the top of the rock, unless they are tied in.
3. All knots must be checked by belayer.
4. Only appropriate commands are used.

SAFETY RULES – ROCK CLIMBING

1. No one will climb **any** rock without a safety rope. Staff may assist climber but staff member must **always be on the ground**, unless he/she is also on belay.
2. All non-climbing campers must be kept at least 20 feet from the initial climbing spot.
3. Climber should not grasp the rope for security, this creates stress on the belayer and dangerous slack in the rope.

SAFETY RULES – RAPPELLING

1. Gloves are used by rappeller and belayer.
2. Belay rope and rappelling rope should use separate anchors.
3. Tuck hair and loose clothing out of the way. They can inadvertantly feed through the friction device. If this happens someone must go down and cut the hair or clothing.
4. Rappel smoothly, do not bounce.
5. Check and double check all systems.

CLIMBING COMMANDS

1. The commands, as written, are concise and specific and should be used exactly as written to avoid confusion.

2. The climber always initiates the commands, the belayer responds physically or verbally.
3. Always attach a name to the command to prevent confusion ("On belay, Tom?", "Belay on, Joan?").

THE CONTRACT

1. CLIMBER: "Up rope" (I am tied in and preparing to climb, please take up the slack in the rope).
   BELAYER: Takes up the slack.
2. CLIMBER: "That's me" (that's me you feel, not a snag). "On belay" (the system is ready, and I am ready to climb).
   BELAYER: "Belay on" (I have double checked my anchor, my position is secure, I am ready to belay you).
3. CLIMBER: "Climbing" (I will start as soon as you acknowledge me).
   BELAYER: "Climb" (go ahead).
4. The climber climbs until he reaches the top and moves to a position of safety **behind the belayer.**
   The belayer takes up slack as the climber climbs and is always ready to catch a fall. He/she listens constantly and is alert to the climber's needs.
5. The climber has reached a position of safety.
   CLIMBER: "Off belay" (I have reached a position of safety and release you from the contract).
   BELAYER: "Belay off" (the contract is terminated).
   At this point and not before, the climber unties and the belayer releases the brake hand.

CONTRACT ENDED!

OTHER COMMANDS

1. CLIMBER: "Up rope" (there is too much slack in the rope). **Never, ever say "up slack!".**
   BELAYER: takes up slack.
2. CLIMBER: "Slack" (the rope has too much tension).
   BELAYER: lets out six inches with control.
   The climber will repeat the command if he needs more.
3. CLIMBER: "Falling" (I am falling).
   BELAYER: catches fall.
4. CLIMBER OR BELAYER: "Rock" (I have dislodged a rock or dropped something. Look out below!).
   PEOPLE BELOW: Flatten themselves against the rock, or step back. Never look up or cover the helmet with your hands.

RAPPELLING COMMANDS

1. RAPPELLER: "On belay?"
   BELAYER: "Belay on."
2. RAPPELLER: "Rappelling."
   BELAYER: "Rappell."
3. Upon reaching the bottom:
   RAPPELLER: "Off belay."
   BELAYER: "Belay off."

THROWING ROPE

1. Always tie in when throwing if within 10 feet from the edge.
2. Call "Rope". Give time to people below to get out of the way.

3. Wait for response of "Clear" from people below.
4. Throw rope.

In both climbing and rappelling the campers start with an easy climb or rappell. Climbs can be very gradual with many hand holds and foot holds and progress to a fairly sheer rock face. Rappelling may begin with a 20 foot rock and progress to higher rappells depending on level of campers.

ADAPTATIONS

1. Blindfold capable campers on a less challenging rock to enhance skill development in rock climbing.
2. Use belay line for both camper and staff member so staff can assist more thoroughly in climbing. Staff can then climb behind camper. Two belayers are needed for this.
3. With capable camper on a less challenging rock, have camper use only one hand. Tie arm to trunk.
4. For severely physically disabled climber, use gradual incline, secure climber with safety line, have two staff members assist. On very gradual incline belay line on staff is not necessary.
5. For paraplegic climber, wrap legs with blankets and secure with tape. Climber can then use hands and arms to climb. Choose appropriate rock.
6. For blind camper, have staff above and below rock to assist verbally.
7. For deaf camper, have staff above and below rock to assist in communication by sign language if applicable.

ROCK CLIMBING – COUNSELOR RESPONSIBILITIES

1. Teach, explain and **practice** verbal commands.
2. Fit helmet securely on climber.
3. Check and re-check carabiner lock.
4. Explain the three points of contact method; instruct climber to use two feet and one hand or two hands and one foot at all times. Remind climber to spread feet for balance.
5. Discourage use of knees to climb.
6. Watch for when the belayer has not pulled up the rope and yell "up rope", the camper may not notice it.
7. Know when to "back off" giving directions to a flustered camper and allow him/her silence to calm down and get up the motivation to try again.
8. Check and re-check figure light and safety knot after each climber.
9. Make sure "group spirit" exists to support and encourage the climber.
10. Be aware of position and activity of other campers seated away from climber's starting point.

BELAYER'S RESPONSIBILITIES

1. Belayer is responsible for the safety of campers and staff during the climbing or rappelling activity. Only those staff approved by Camp Director will belay or use any climbing and rappelling equipment.
2. Belayer always brings first aid kit. The kit is kept at the bottom of the climb at all times.
3. Belayer has pocket knife with him/her at all times. This may be needed in a complication with a rappell.
4. Belayer is responsible for checking and re-checking all knots. All knots will be backed up with an over hand knot in the running end.
5. Climbers will use a webbing as a waist belt with a water knot. A locked carabiner will connect the waist belt to the figure eight knot in the belay line.

6. Belayer will tie gold line into sturdy tree with a bowline on a coil backed with a safety knot. This procedure is used for both rappell line and belay line.
7. A different anchor (tree) is used for each rope – rappell line or belay line.
8. Belayer is tied into tree with a webbing with a water knot.
9. Belayers should position themselves so that the line taken by the rope from the anchor through the belayer to the climber is a straight one.
10. Belayer should move forward until all slack has been eliminated from the anchor.
11. The anchor should be short enough so that any stretch encountered when catching a fall will not allow the belayer to go over the edge.
12. **The belayer's brake hand never releases the rope after the "Belay on" signal!**
13. Belayers always sit and brace feet whenever possible and should keep their hands and rope between their legs.
14. Belay line is placed behind belayer's back ABOVE anchor tie-in.
15. Keep rope neatly piled while belaying to avoid any knoting.
16. Encourage climber or rappeller to climb straight up or rappell straight down following the line of the rope.
17. Coil ropes properly; tie webbing neatly, return equipment promptly. Never let equipment sit in sun uncovered. Sunlight may aid in deterioration of rope.
18. Record hours of rope use in equipment room.

SENSORY ACTIVITIES FOR SEVERELY AND PROFOUNDLY MENTALLY HANDICAPPED CAMPERS

1. Nose and taste teasers – campers react to strong smells and tastes of substances in jars. (At Nature Center)
2. Feely box and textures.
3. Scarf play – peek-a-boo, pass scarves over face, head, arms, etc. Hold scarves in a fan, in the wind.
4. Paper bag blocks – construct these light blocks and stack up pillars and walls, build forts, CRASH!
5. Elastic stretch – put a large circular band of elastic around camper and his/her chair. Camper feels tension and experiments with elastic.
6. Alarm clock under a box – several boxes are upside down, alarm clock rings underneath one. Camper tries to find the noise.
7. Box of sounds – experiment with noise makers. (At Nature Center)
8. Mirror play – have camper mimic your facial expressions in a mirror; mimic sounds, shape of lips.
9. Sand play – buckets, shovels, water, scooper cups – out in the sandbox or down at the river.
10. Pool play – take a colored bubble bath with ivory snow flakes and tempera paint. Take squeeze toys.
11. Edible clay – mix peanut butter and powdered milk – add honey to clay consistency.
12. Knox blocks – make jello in a pan with an extra packet of Knox gelatin added in. Cut into cubes.
13. Dress up with mirrors – hats, jewelry and face paint or make-up. Face and body paints: Ivory soap flakes, skin lotion, water, tempera.
14. Pudding play – in a swimsuit in the baby pool.
15. Pudding painting – on large sheets of paper.
16. Wiggleworms – dig worms and clean them off – see how campers react!
17. Flashlight play – chase each other in a dark room with flashlights.
18. Water balloons – half full, they're fun to manipulate.
19. Birdseed squiggles – draw a pattern of loops onto a paper or cardboard with squeeze bottle glue. Add birdseeds. Cut out shapes – hang out for the birds.
20. Roller paint – put tempera in old roll-on deodorant containers. Paint away!
21. Strawpainting – Blow through a straw to make designs with thin tempera paint on paper.
22. Snow ice cream – recipe in the kitchen.
23. Windmills – make pinwheels from construction paper and play in the wind or with a fan.
24. Bubble art – mix together bubbles and tempera. Blow bubbles and catch them on paper.
25. Paper bag masks
26. Handprint plaster casts
27. Soap crayons
28. Styrofoam peanuts – play in the box.
29. Parachute play – wrap up one person in the center. Flap over people seated underneath the chute.
30. Cage ball – get on top; lay on floor and roll ball over bellies, over backs.
31. Mat exercises – range of motion. Roll punchball, beachballs.
32. Wagon wheel – a group lays around the base of a tree in wheel formation, feet propped on the tree trunk, cloud gazing.
33. Leaf play – bury people. throw leaves at each other, build a fort. Use pine needles too.
34. Cornstarch and water – goop to play with. (Non-toxic, but not too tasty.)

SAFETY RULES

1. Ask nurses, teachers or other counselors if any particular camper has orthopedic or other health concerns which would make sledding dangerous for them. Follow the nurse's recommendations.
2. Make sure campers dress warmly – including hat and mittens.
3. When sledding down a steep hill, or down the road to Picture Rocks Park, there should be one counselor at the top of the slope, one or several at the **midpoint** along the outside curve of the road and one at the bottom of the slope at all times.
   a. Top person: regulates "take off" – makes sure the first sled is at least half-way down the hill before the second one starts down the hill.
      Calls "time out" for sledders waiting to go down when there is a collision on the hill.
   b. Middle person: watches to make sure campers do not ascend the hill without keeping an eye out for descending sledders.
      As a general rule – sled down one side of the hill and designate another side as the one for walking up. On Picture Rocks Road, sled the inside curve and walk up the outside curve. Remind all sledders of this.
      If 2 sledders have collided and another sled is headed toward them, assist the first sledders in getting out of the way.
   c. Bottom person: assist campers as needed.
      Watches for campers descending the hill who do not seem in control of steering and sends word with a counselor to the top of the hill that the camper needs a counselor's assistance.
      Keeps the cycle flowing by reminding campers who have reached the bottom to move out of the path of other sledders.

      All 3 persons should check for bumps, bruises and scratches on campers with complaints and also keep an eye out for sharp broken edges of equipment.
4. It's O.K. to "pile on" several persons, laying face down on top of one another but don't over-do it. Three is usually plenty. Too high a "pile on" could send the top person flying off to a good hard fall or into the path of another sled or toboggan.
5. Always use inner-tubes with nozzle facing down to the ground, not up at the camper. DO NOT STACK INNER-TUBES AND ATTEMPT TO RIDE ON TOP! It is too dangerous.
6. If you are lying face down on the sled with a camper laying on top of you, be certain that the camper knows how to hang on TIGHT to you.
7. Be alert for campers who are extremely cold, wet, and shivering or those who are too exhausted to dodge an oncoming sled. Campers need both rest and warmth.
8. Be safety concious. Don't take unnecessary risks.

A wide variety of physical activities designed to stimulate and challenge campers at all levels. Activities range from various gross motor exercises and sensory play to a variety of team sports and cooperative games to skill oriented activities such as the Confidence Course, archery, B. B. guns and various aquatic activities.

OBJECTIVES

1. To maintain and develop camper's level of physical functioning and general health through exercise and physical activities.
2. To encourage campers to exhibit knowledge, joy, pride and confidence in their physical ability.
3. To provide a release for tension or anxiety through physical activity.
4. To acquaint campers with the use of game rules, safety measures and general sports etiquette.
5. To encourage camper ability for freedom and independence of movement while maintaining awareness of group cooperation or team concerns.
6. To provide opportunities for both leadership and effective socialization.
7. To teach campers specific skills needed for activities such as archery, B. B. guns, canoeing, swimming, fishing, team sports, etc., that can be transferred for use in leisure time outside of camp as well.

SAFETY AND GENERAL RULES

1. Explain and demonstrate the proper use of equipment and/or game rules to campers. Stress – safe use is also fun use.
2. Make sure area is clear of any obstacles that could cause injury.
3. Report all faulty or damamged equipment to Camp Director or Program Director.
4. Please replace all equipment where it belongs.
5. Use caution and common sense about safety in all activities.

TRAMPOLINE

1. At least four staff, one on each side, to spot.
2. One camper at a time on trampoline.
3. No flips.
4. Have campers keep hands on blue safety mat, instead of springs.
5. Always fold up trampoline when finished.
6. Always sit down to get off – never jump off.
7. Get on and off on long sides of trampoline.

CAGE BALL

1. Four staff to spot, one on each side and one to hold feet and one to hold hands of person on ball.
2. Keep campers in large enough circle so they won't get hit by ball.
3. When using cage ball inside, with camper on top, put mats underneath.

BALANCE BEAM

1. Two staff as spotters, one on each side.
2. Mats on each side.

TUMBLING

1. One person on mat at a time.
2. At least one spotter.
3. Keep all other people off of mat and sitting at the side.

HORSE SHOES

1. One person at a time throwing horse shoes.
2. All other participants sitting on benches.
3. Demonstrate how to hold and throw horse shoes.

SOFTBALL

1. Person batting should be the only one at the plate, keep others sitting at the side and behind batter.
2. Tag runner out, never throw the ball at the runner.
3. Everyone must wear shoes.

DODGEBALL

1. No hitting above the waist.
2. Use soft balls only.
3. Remove glasses.
4. Everyone must wear shoes.

BASKETBALL

1. If just shooting baskets, be sure no one shoots if someone is under the basket.
2. Everyone must wear shoes.

KICKBALL

1. The only person at the plate is the one who is kicking the ball, all others should be sitting behind the kicker.
2. Tag the runner with the ball to get him out, never throw the ball at the runner.
3. Everyone must wear shoes.

VOLLEYBALL

1. Tie net high enough so no one gets caught in it.
2. Call for the ball so not more than one person tries to hit the ball.
3. Everyone must wear shoes.

See separate sections of manual on the following programs for safety rules:

Caving
Rappelling and Rock Climbing
Fishing
Swimming
Canoeing
B. B. Guns
Archery
Confidence Course
New Games/Co-operative Games/Initiative Games
Cross Country Skiing
Sledding

ACTIVITIES (See activitiy card file in Camp library for explanation of specific activities.)

Trampoline
Cage ball
Balance beam activities
Exercise stretching
Mat play
Tumbling
Horse shoes
Softball
Dodgeball
Basketball
Kickball
Volleyball
Parachute activities
Scooters
Wrist sling
Croquet

- Bowling
- Hockey
- Ice skating
- Snow shoeing
- Soccer
- Pudding play
- Combat training
- Capture the Flag
- Various relays
  - Clothes relay
  - Bean-bag relay
  - Tree-bridge-wall relay
  - Scooter-board relay
  - Animal locomotion relay
  - Jumping, hopping one-legged, crab walk, backwards, crawling, three legged, etc.
- Obstacle courses
- Pool
- Big game
- Ping-pong
- Cross country hiking
- Tetherball
- Rope maze
- Punchball

See separate sections of manual on the following programs for activity suggestions.

- Caving
- Rappelling
- Rock climbing
- Fishing
- Swimming
- Canoeing
- B. B. guns
- Archery
- Confidence Course
- New Games / Cooperative Games
- Initiative Games
- Cross country skiing
- Sledding

See activity file and resource library for endless game possibilities. Below are a few starters.

- Tag games
- Target games
- Goal games
- Frisbee games
- Circle games
- Sensory games

Swimming is one of the most enjoyable and most therapeutic activities offered to campers at Camp Courageous of Iowa. This section provides information for staff members preparing to assist handicapped persons toward a positive aquatic experience. This section includes:

1. Goals of a swimming program – physical, intellectual, social and psychological.
2. Teaching tips.
3. Aquatics and special populations – the mentally handicapped, learning disabled, hyperactive, blind, and the physically handicapped.
4. Water adjustment skills – beginners.
5. Floating – assisting with supports, use of floatation devices, recovery.
6. Swimming progressions.
7. Swimnastics – water exercises.
8. Camp Courageous of Iowa pool safety rules.

GOALS OF THE SWIMMING PROGRAM

PHYSICAL

1. Swimming develops and maintains muscle strength.
2. Increases movement and range of motion.
3. Relaxes muscular stiffness and tightness.
4. Improves control of body movements.
5. Improves circulation.
6. Promotes better cardiovascular endurance and breath control.
7. Skill practice develops a sense of rhythm.

INTELLECTUAL

1. Motions and concepts learned in swimming can be transfered to other areas of learning.
2. Campers are stimulated toward learning spatial and academic concepts through water games.
3. Campers learn their body's capabilities and it's limitations.

SOCIAL

1. Swimming provides a relaxed atmosphere which encourages socialization with others.
2. Swimming allows campers to work in groups cooperatively without excessive destructive competition.
3. Campers learn a recreational pastime with carry-over value for a lifetime.

PSYCHOLOGICAL

1. Swimming temporarily takes the child out of his/her handicapping condition, thus enabling him/her to project his/her thoughts beyond him/herself.
2. Provides an acceptable outlet for emotions, positive and negative.
3. Achievements and recognition received build a camper's self-image; successes aid in camper's self-acceptance.

TEACHING TIPS

1. Keep in mind that handicapped individuals require more practice of separate skill components, less rapid skill progressions and more individual encouragement than their non-handicapped peers.
2. Developing trust between the teacher and student is essential. Don't force a camper to float unassisted or to submerge before they are good and ready or you may destroy any feelings of trust that may have begun to develop. If you do take a camper underwater who is unwilling and afraid, hold him/her closely and talk to him/her, maintaining eye contact and a reassuring touch before and after going underwater.
3. Water adjustment skills and orientation to the aquatic environment must be successfully aquired before actual swimming skills can be learned. When the camper is comfortable with gross motor skills such as walking, hopping, turning in the water, move on to water adjustment skills such as bobbing, prone (stomach) and backfloat positions. After floating independently, skill components of various strokes can be learned.

4. Positive correction is always more effective than negative correction. For example, instead of "No, no, that's not the right way to do it!" say "That's pretty good, but if you could bring your arms closer to your head it would be even better!".
5. Most students have a "saturation point" in learning swimming strokes. If you notice that they are not improving on the crawlstroke, switch to another stroke. Likewise, when a camper is tired of lessons and is not learning anymore, it's time for some less structured activities; games.

AQUATICS AND SPECIAL POPULATIONS

1. The Mentally Handicapped – It is important that the instructor remembers that the mentally handicapped are more **like** than **unlike** their non-handicapped peers in terms of motor skills. Tips for teaching the mentally handicapped:
   a. Use simple language and use one word to describe one movement. Don't say "turn" "twist" and "flip" for the same movement.
   b. Give one command at a time instead of linking several commands together, which can be very confusing.
   c. Skills must be repeated over and over again. Be patient!
   d. Demonstrate skills yourself before asking the student to perform the skill. One demonstration is worth a thousand words.
2. The Physically Handicapped – Points to remember:
   a. Sensory input may be low in the extremities and caution must be used to prevent injury.
   b. Swimming skills taught must be determined on an individual basis and many strokes will be adapted to the individual's capabilities because of contractures, immobilized joints, and limited range of motion.
   c. Arm extention may be difficult for some. Clasping the thumbs together when the arms are in an extended position helps to maintain extention and correct body position.
   d. Many individuals with cerebral palsy have a tendency to draw the knees to the stomach making it difficult to keep the hips extended in the prone or backfloat position.
   e. The individual's ability to control head position and movement must be accurately assessed before the person is placed in a prone or supine position.Take care not to keep the person in a prone or supine position for too long a time since they will become tired. Improvised pillow-type floatation devices, or kickboards make good head or chin rests.
   f. For individuals with a lack of control in muscles of the face and mouth, speech may be difficult. Rhythmic breathing and blowing activities assist in developing breath control and improving speech.
   g. Chilling must be avoided since it may increase cramping and inhibit relaxation in the water.
   h. Where balance and coordination are affected, care must be taken to assure that individuals can recover from float positions before allowing them to float alone.
   i. For persons with diseases which cause weakening of the muscles, shortened periods of instruction with intermittent rest periods may be necessary. Activities should be geared to improving muscle tone in the area adjacent to the affected muscles.
   k. All individuals with very limited muscle control and muscle strength should be one-on-one (1:1) with a staff person, with or without a lifejacket.
   l. For individuals who are able to assume a frontfloat or backfloat position yet are vary rigid and stiff, relaxation of the muscles and extention of the limbs can be a goal in itself of the entire swim lesson period.
   m. When entering and exiting the Camp Courageous pool with wheelchair-bound campers, be especially aware of the slippery pool deck surface when lifiting the person. Position the chair close to the edge of the pool or at the stairs and lower the person in as they assume a sitting position.

3. The Blind
   a. Blind individuals will understand better what is being described if they can also feel the instructor do the motion of the arms or legs. Follow up by guiding their attempts by touching and moving arms or legs in the desired movement pattern.
   b. Remember to minimize all safety hazards in the pool and locker room area.
   c. Individuals blinded in one eye only may have depth perception and balance problems which affect aquatic mobility.
4. The Learning Disabled – "LD" includes hyperactive persons and persons with a degree of brain damage or neurological dysfunction which affects them in one of these ways:
   a. Inadequate spatial perception
      1. Individuals may have no concept of depth which may affect their willingness to enter the pool or move from place to place.
      2. No awareness of speed or distance when approaching a wall.
      3. Inadequate concept of how to swim under, over, around or through an obstacle.
      4. Refusal to backfloat because it causes a distortion of the visual field, requiring him/her to look at the ceiling instead of the normal manner of looking straight ahead.
   b. Other difficulties of the LD individual
      1. Difficulty understanding verbal instructions.
      2. Being **unable** to stop responding to a command (perseveration).
5. Hyperactive Persons:
   a. Short attention span and heightened sensory responses.
   b. Easily distractible; in a continual state of motion.

   Retaining the attention of a hyperactive person is difficult. Demonstrations must be done by someone other than the person responsible for the camper in the water. Activities must be changed rapidly to keep the individual busy.

Source: American Red Cross "Adapted Aquatics" text.

WATER ADJUSTMENT SKILLS

Many campers have an already established general fear of the water or find the pool frightening because it is an unfamiliar environment. These are suggested activities to get the camper used to the water.

1. Use one-gallon plastic milk jugs and pour water over each other's heads.
2. Use a washcloth and ask the camper to show you how they wash their face. Squeeze water out of the washcloth over the camper's head.
3. Place floating corks in the water and play a game where they try to pick up the cork in their mouth.
4. Dive underwater for rubber horseshoes.
5. Invite campers who tend to cling to the pool wall to walk out into the pool with both of you encircled in a hula hoop. The hoop gives the camper a sense of security. Eventually work up to having the camper walk around alone inside a hula hoop.
6. Hold onto both of the camper's hands and play "Motorboat". This is where you pull the camper around in a frontfloat position while he/she blows bubbles (the "motor").
7. For good-natured campers – have a "rainstorm" – a gaint splashing party to get everyone wet.

FLOATING

About one-half or more of the campers at Camp Courageous of Iowa have acquired swimming skills up to the floating stage. Here are some tips on teaching floating.

1. Make sure the camper is wet all over so that getting the head or face wet is not an issue, because you want to concentrate on getting the individual accustomed to laying horizontal in the water.

2. Support frontfloats by having the camper place two hands on your shoulders. You can support them with two hands at the stomach or with one hand at the stomach and the other hand gently pushing face into the water. Practice blowing bubbles. Be sure you are low enough into the water that the camper is indeed floating, not being held high by you. Gradually urge camper to take hands off your shoulders and put them out to either side ("make an airplane").
3. Support backfloats by having the camper place his/her head on your one shoulder and you support him/her with one hand under the middle back and the other gently tipping the forehead back until water level touches the ears and crown of the head. Gradually lower yourself into the water until you can ease your shoulder away and allow the camper to lay his/her head in the water alone.
   Recovery from a back float: gentle pressure between the shoulder blades with one hand, gentle pressure with one hand at the waist and the commands – "Bend at the waist" "Sit up like you are getting out of bed in the morning" and "Bring your head forward – put your chin down to your chest".

The last stage of floating independently may be accomplished through the use of a kickboard for support.

1. Kickboard held in front of head with arms extended for a frontfloat. You may hold onto the opposite end of the kickboard for the camper's feeling of security.
2. Kickboard held flat against the belly for backfloat. Gradually let go and float with arms extended to the sides.

SWIMMING PROGRESSIONS

Beginners I

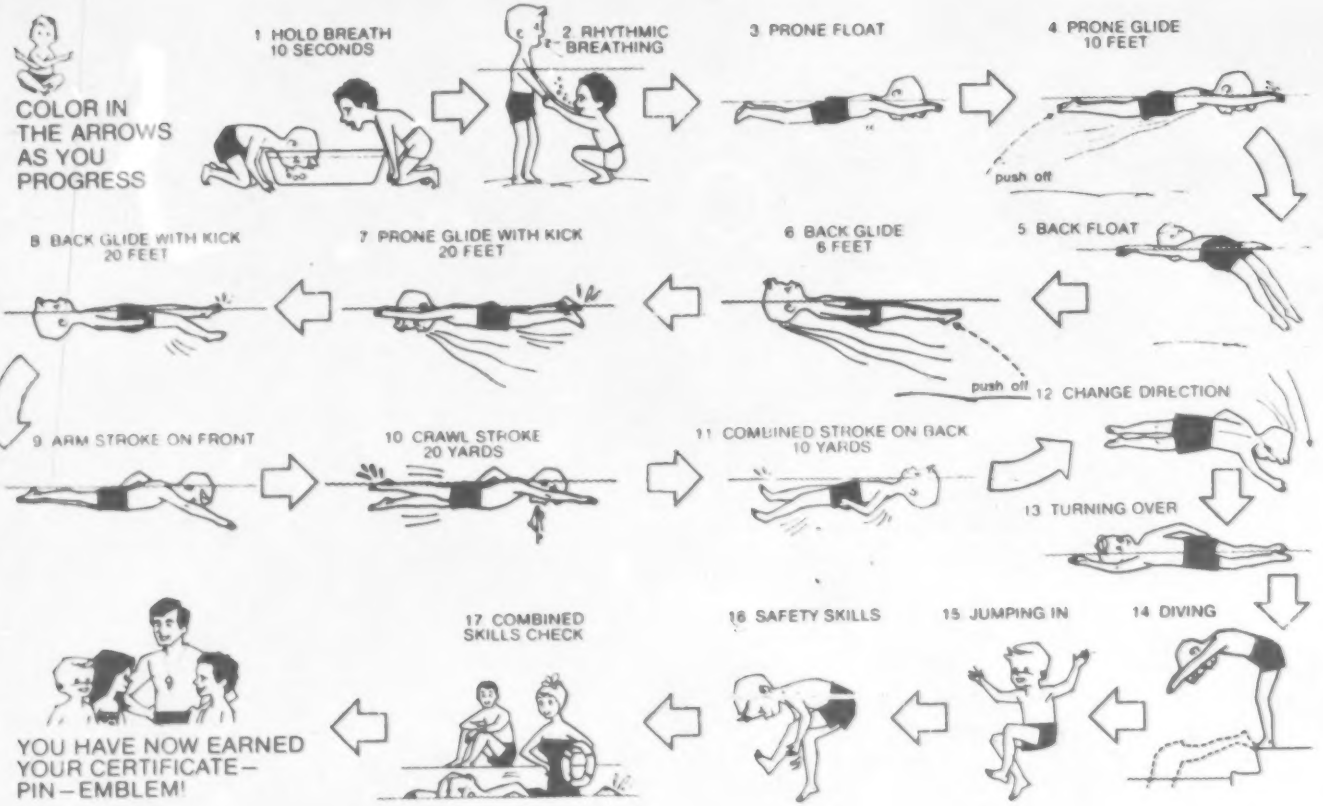
Sit with feet in water
Enter pool assisted
Enter pool unassisted
Play and have fun
Walking across pool
Put face in water
Frontfloat with assistance
Frontfloat with kick with assistance
Use of arms on front
Backfloat with assistance
Backfloat with kick with assistance
Skulling on back
Use of life jacket
Knowledge of safety rules

Beginners II

Blowing bubbles
Bobbing
Holding breath
Frontfloat
Backfloat
Frontfloat with kick
Backfloat with kick
Use of arms on front
Turtle or jellyfish float
Jumping into waist deep water
Use of life jacket
Safety skills

Beginners

Hold breath 10 seconds
Rythmic breathing 10 times
Prone float 10 seconds
Prone glide 10 feet
Backfloat 10 seconds
Back glide 6 feet
Prone glide with kick 20 feet
Back glide with kick 20 feet
Arm stroke
Skulling on back 20 feet
Crawl stroke 20 feet
Combined stroke on back 10 yards
Change direction
Turning over
Leveling off
Jump in waist deep
Jump in deep and swim
Sitting dive
Safety skills
Combined skills


COLOR IN THE ARROWS AS YOU PROGRESS
1 HOLD BREATH 10 SECONDS
2 RHYTHMIC BREATHING
3 PRONE FLOAT
4 PRONE GLIDE 10 FEET
push off
5 BACK FLOAT
6 BACK GLIDE 6 FEET
push off
7 PRONE GLIDE WITH KICK 20 FEET
8 BACK GLIDE WITH KICK 20 FEET
9 ARM STROKE ON FRONT
10 CRAWL STROKE 20 YARDS
11 COMBINED STROKE ON BACK 10 YARDS
12 CHANGE DIRECTION
13 TURNING OVER
14 DIVING
15 JUMPING IN
16 SAFETY SKILLS
17 COMBINED SKILLS CHECK
YOU HAVE NOW EARNED YOUR CERTIFICATE– PIN–EMBLEM!

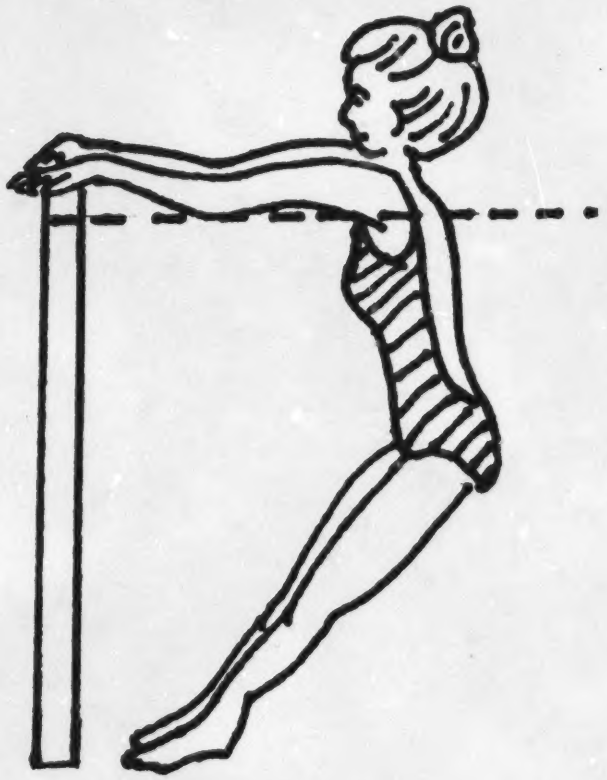
BEST COPY AVAILABLE

SWIMNASTICS

Swimnastics are water exercises used to limber up and loosen stiff joints and tight muscles. Swimnastics are especially good for older campers.

SWIMNASTICS EXERCISES

OPPOSING STRETCH – (stretches arms, shoulders, back, hamstrings)

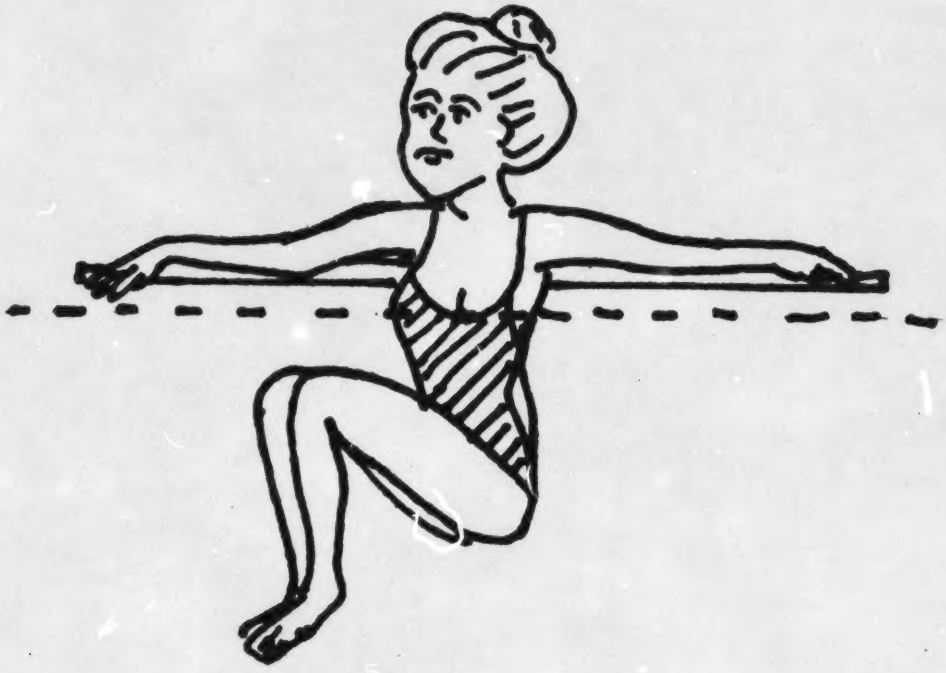


Turn to face the pool wall. Grasp the edges, your hands shoulder-width apart. With your feet flat on the floor, directly under your hips, bend at the hip, keeping you legs straight. Hold for 5 seconds.

ARCH AND STRETCH – (Stretches arms, shoulder, spine)

In chest-deep water, stand with your back to the wall, feet as close to the wall as possible. Stretch your arms behind you to grab the edge. Inhale deeply, arching your back and pushing your hips forward as you arch. Lift chest and head to look up at the ceiling. Hold 5 seconds. Exhale slowly and relax back to starting position. Repeat 5-10 times.

TUCK AND TWIST – (tightens waist, upper hips, abdomen)

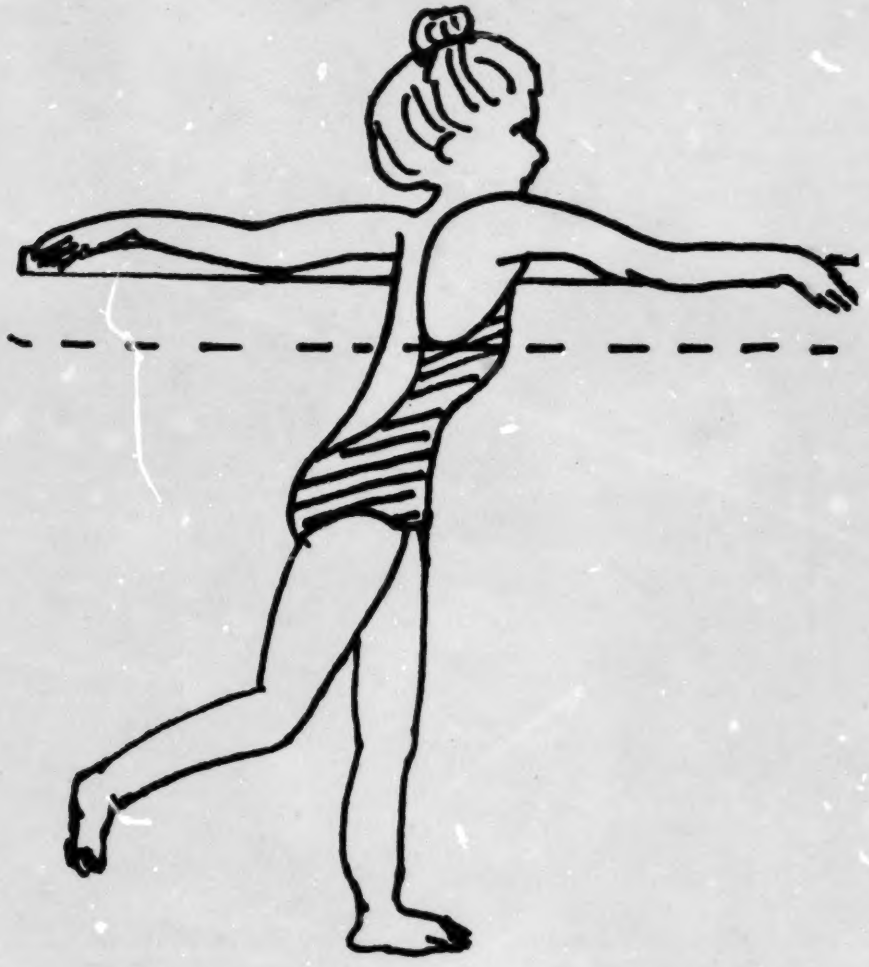


With your back touching the pool wall, extend arms out, elbows hooking the edge. Tuck your knees into your chest. Twist them to the left, bringing your right hip to the surface. Try to touch the wall of the pool with your knees – eventually you should touch your elbow. Bring legs back to center, and straighten so they are parallel to the water's surface. Repeat, twisting right. Repeat 5-20 times each side.

SIDE KICKS – (tones entire leg)

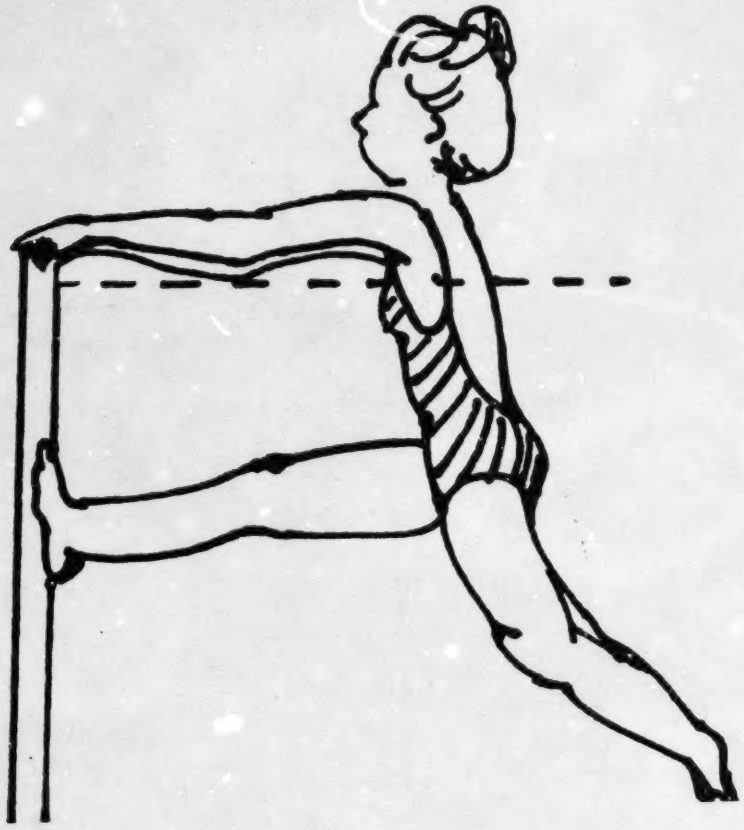
Stand with your side to the pool, one hand grasping the edge for support. Keeping the supporting leg straight as possible, lift the outside leg directly out to the side as high as you can. This isn't a kick really, but a slow, deliberate, controlled lift. Keep the leg straight with toes pointed. Bring the leg back down and repeat 10-20 times. Switch legs.

LEG SWINGAROUNDS – (tightens thighs, back, waist)



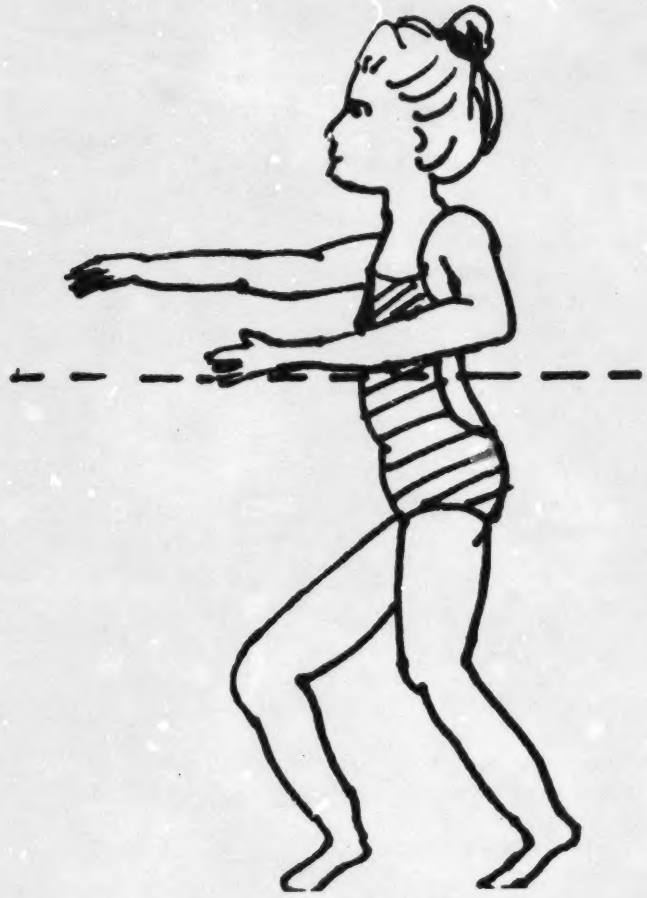
Face the pool wall, hands far apart and holding on to the edge. Inhale as you raise your right leg, knee bent, to your right side. Swing leg around and back until your toe touches the wall to your left. Keep your knee bent and your calf as parallel to the water as possible. Exhale and swing your leg back around to touch your knee to the right wall again. Do the same thing with your left leg. Repeat 5-20 times each leg.

SPRING–AWAYS – (stretches back of leg, abdomen, innner thigh)



Face the wall of the pool, your hands gripping the edge about a shoulder width apart. Place your right foot on the wall, knee bent. Let your left leg extend behind you. Then switch legs: swing your right one behind you and bring your left leg forward, foot touching the wall. Switch legs 5-20 times.

JOGGING – (loosens and tones entire body)



In chest-deep water, jog across the pool, taking exaggerated steps. Jog at least two pool lengths. Try this one with a friend – it's fun to race.

CAMP COURAGEOUS OF IOWA POOL SAFETY RULES

1. No running on pool deck.
2. Never push anyone in the pool from the pool deck.
3. No diving. Camp's pool is too shallow for standing dives. Sitting dives from the side in the deepest end are permissible after instruction has been given by a qualified staff member.
4. All swimmers soap shower before entering the pool.
5. No food or drink is allowed in the pool area. No chewing gum in or around the pool area.
6. No spitting or blowing nose in the pool.
7. Use the bathroom, not the pool.
8. Camper/Staff with open sores are not allowed in the pool.
9. All non-swimmers or swimmers with minimal skills may be asked to wear lifejackets in the pool at some times during instruction or free play.
10. Swimmers will not swim in water deeper than chest level unless they have passed a swimming test administered by the life guard on duty.
11. No dunking or other horseplay which may cause injury in or around pool area is permitted.
12. Swimmers should not enter pool from any side without first checking for others in the water or near the pool wall.
13. Swimmers should never stand on top of or place hands and feet on top of an innertube **especially** when close to the pool's edge.
14. Swimmers should not tamper with buoys, poles, and other lifesaving equipment in the pool area.
15. NO SWIMMING ALONE!
16. Swimmers should not talk to or otherwise distract the life guard(s) on duty.
17. No one other than authorized staff will enter the filtration/chlorination area.
18. Swimmers should never hang on ladders. You may be preventing another swimmer from reaching a hand-hold support, or blocking his/her exit from the pool.
19. No street shoes are allowed on pool deck area.
20. No glassware allowed in pool area.
21. Any swimmer not abiding by the pool rules will be denied access to the pool area.

All non-swimmers must have at least thirty feet of water area three feet or less in depth.

Every dependant camper must have one staff person attending to him/her in all water activities. Every four capable swimmers must have one staff member supervising.

There must be one staff person on deck at all times except when ratio is 1:1 staff to campers. This person paces the deck area doing periodic head counts, watching for safety hazards and watching for campers having difficulty in the water. Because the W.S.I. may be actively involved in teaching, he/she may not spot the camper in trouble until notified by the "on-deck" person.

WILD EDIBLES

Wild edible hikes or foraging can be a great way to spend an afternoon prior to cooking out a meal. It is fun to collect wild plants, roots, or nuts and supplement the outdoor meal. This adventure in outdoor education could be used to discuss Iowa Indians or pioneers and what they ate before there were supermarkets and fancy farms. Emergency outdoor survival has to take into consideration edible wild foods. Many adventures can be had through the gathering and use of edible wild foods. What a thrill to take an invigorating hike in the woods, find some raspberries and bring them back to camp to supplement your meal.

CAUTION: It is very important that you and your campers do not eat any wild foods that you cannot positively identify. This section should be supplemented with at least one of many edible wild food books we have in our library. Initially all wild edible hikes will be lead by a staff person thoroughly familiar with the common edible plants in our area.

OBJECTIVES OF WILD EDIBLE HIKES

1. Campers can learn which plants are safe to eat and which to avoid.
2. Campers learn how to prepare the plants for cooking.
3. Campers can become more aware of the relationship between humankind and the natural world.
4. Campers can become more open to trying something new.
5. Campers have fun!

Some good resources are:

BIBLIOGRAPHY

Field Guide to Edible Wild Plants by Bradford Angier

The Wild Food Trail Guide by Alan Hail

Wild Food Cookbook and Field Guide by Billy Jo Tatums

The Camp Courageous Staff Manual has outlined those elements of camp life that must be emphasized to truly meet the camper's needs.

By concentrating on providing a warm and loving atmosphere, campers can have a safe and fun-filled week outdoors. The staff of Camp Courageous of Iowa is expected to be extremely selfless; to give much of themselves daily. By giving muscles to help transfer a camper into a canoe, ears to listen to their stories around the campfire, support as they meet the challenge of a backfloat, and time to be there for all those important moments; whether it is the band-aid for the invisible hurt or the needed structure to tame negative behavior, Camp Courageous Staff is there for the Campers.

The manual gives the guidelines needed by all members of the Camp Courageous community to focus on a happy experience for the campers. If this manual can in anyway help a staff member better understand a camper, begin to feel the confusion, aloneness, spontaneous affection or elation of a camper, then indirectly this manual spreads love to the campers. And that is what Camp Courageous of Iowa is all about.

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CAMPER EVALUATION

Dates at Camp _____

_____/_____/___/_____/_____
Last Name First Name Age Disability Counselor

PERSONALITY - Check statements closest to camper:

( ) Hyperactive
( ) Average
( ) Hyopactive
( ) Helpful
( ) Trustworthy
( ) Leader
( ) Follow directions
( ) Does not follow directions
( ) Needs reminders
( ) Needs constant verbal commands
( ) Constant supervision needed
( ) Abusive to self
( ) Abusive to others
( ) Destructive to property

ATTENTION SPAN ( ) over hour ( ) ½ hour ( ) 15 min. ( ) 5 min. ( ) less than 5 min.

FRIENDLY ( ) to all ( ) to some ( ) to only staff ( ) only to campers ( ) shy
( ) no association

PERSONAL CARE - Check appropriate responses:

FEEDING
( ) no help needed
( ) needs meat cut
( ) finger foods
( ) special utensil (spoon, bowl)
( ) straw
( ) bib
( ) total

DRESSING
( ) no help needed
( ) pants
( ) button
( ) tying shoes
( ) make own bed
( ) total care

WASHING
( ) no help needed
( ) shower chair
( ) combing hair
( ) shaving (male)
( ) changing pads (female)
( ) total care

WALKING
( ) no help needed
( ) crutches
( ) cane
( ) walker
( ) steady hand
( ) self-propels chair
( ) needs help with chair
( ) total care

TOILETING
( ) no help needed
( ) on and off stool
( ) bed pan
( ) urinal
( ) wipe after BM
( ) no bladder control
( ) no bowel control
( ) wet the bed
( ) catheter
( ) day diapers
( ) night diapers

CAMP ACTIVITIES

SPORTS - List sports activities:
1.
2.
3.
4.
5.

NATURE - List nature activities:
1.
2.
3.
4.
5.

CRAFTS - List crafts activities
1.
2.
3.
4.
5.

CAMPCRAFT - List activities
1. no. of campouts:
2. no. of cookouts:
3. primitive:
4.
5.

LIST NIGHT PROGRAMS AND REACTION:
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday

AQUATIES:
( ) swimming
( ) canoeing
( ) fishing
( ) other

Activity most liked - list:

Activity liked least - list:

Reaction to activities in general:
( ) enthusiastic ( ) enjoyment ( ) hung back ( ) non-entry

Specific behavior problems - list and discribe:

_____
_____
_____
_____

APPROXIMATE RATING:
( ) physically handicapped
( ) educable mentally handicapped
( ) trainable mentally handicapped (high)
( ) trainable mentally handicapped (low)
( ) speech impaired
( ) emotional disturbed
( ) severely & profoundly mentally handicapped
( ) blind
( ) deaf
( ) elderly
( ) learning disabled
( ) autistic

What did the camper get out of Camp? _____
_____
_____
_____
_____

BEST COPY AVAILABLE

Return to: Camp Courageous of Iowa
P.O. Box 514
Monticello, Iowa 52310-0514
319/465-5684 or
319/465-5916

Please inclose recent photo.

APPLICATION FOR EMPLOYMENT AT CAMP COURAGEOUS OF IOWA

NAME _____ DATE APPLYING _____
last first initial

SOCIAL SECURITY NO. _____ _____ _____

Present Address _____ Permanent Address _____ _____
city state zip city state zip
_____ _____
phone phone

Single ____ Married ____ Ht. _____ Wt. _____ Date of Birth _____

Any physical defects? _____ if so, please explain _____

_____

† † † † † † † † † † † † † † †

EDUCATION

name	yrs.	major	degree	date of grad.	date of leaving
High School					
College					
College					
Special					

CAMP EXPERIENCE (list most recent first)

position	camp	director	dates

REFERENCES (at least three – no relatives, include employers)

name	address	position

1. Do you hold any special certificates? (First Aid, W.S.I.)
   List with expiration dates and where received.

2. What contribution do you think you can make to camp?

3. What contributions do you think a well run camp can make to campers?

4. Write a biographical sketch including specialized training, camping, and experiences in other fields that would help you in this camp.

POSITION APPLYING FOR: List 3 preferences (nature, craft, aquatics, campout, counselor, counselor-in-training, nurse)

1.
2.
3.

In the following put (1) before activities you can organize and teach, (2) for those you can assist in, (3) for those which are hobbies, and (4) for those not well-informed about.

CRAFTS	SPORTS	MUSIC	NATURE
( ) Basketry	( ) Archery	( ) Singing	( ) Animal identification
( ) Ceramics	( ) Badminten	( ) Instrument - list	( ) Weather
( ) Indian lore	( ) Rifle	( )	( ) Astronomy
( ) Jewelry	( ) Fishing	( )	( ) Tree identification
( ) Leather work	( ) Volleyball	DRAMATICS	( ) Bird identification
( ) Nature crafts	( ) Canoeing	( ) Creative	( ) Conservation practices
( ) Painting	( ) Rapelling	( ) Play directing	( ) Flower identification
( ) Photography	( ) Trampoline	( ) Skits and stunts	( ) Insect identification
( ) Sculpture	( ) Outward bound course	( )	( ) Gardening
( ) Weaving	( )	( )	( ) Mineral identification
( ) Wood carving	DANCING	MISCELLANEOUS	( ) Cave exploration
( )	( ) Folk	( ) Campfire programs	( ) Lashing
( )	( ) Social	( ) Evening programs	( ) Terrarium building
( )	( ) Square	( ) Farming	( ) Camping safety
( )	( )	( ) First aid	( ) Map reading
WATER EVENTS		( ) Story telling	( )
( ) Swimming			
( ) Diving			
( ) Life saving			
( )			

Are you now employed? _____

Reason for leaving? _____

I am applying for: (check one) Fall _____ Summer _____ Winter _____

I would like to get field work or Intern credit. Yes _____ No _____

_____ 295 _____

Signature Date

Salary, Room, Board, and Workman Compensation is provided for counseling staff.

CAMPER APPLICATION

Return to:
Camp Courageous of Iowa
P.o. Box 514
Monticello, Iowa 52310
Tel. (319) 465-5684

Date_____ 19____

CAMPER NAME: (Last)_____ (First)_____ (Nickname)_____
Birth Date:_____ Sex:_____ Age:_____
CAMPER Address:_____ City_____ State_____ Zip_____
Parent or Guardian:_____ Phone:_____
Address:_____ City_____ State_____ Zip_____
If not available in an emergency notify: Name_____ Phone:_____
Address: _____ City_____ State_____ Zip _____

CAMP PERIOD - Date_____ Alternate - Date_____
FINANCIAL - Will parents or applicant be able to contribute towards Camper's fee?_____ How much? _____
Name of Insurance Company or Medical Assistance Number_____

CAMPER ASSIGNMENT INFORMATION

This information you supply below is very important in making counselor group assignments. **NO ONE IS DENIED ATTENDANCE** at Camp Courageous of Iowa because of their inabilities. Please be as specific as possible.

LEVEL OF ABILITY - Please check all that are applicable.

Mentally Handicapped
Mild (educable) _____
Moderate (trainable) _____
Severe & Profound _____

Physically Handicapped
Cerebral Palsy _____
Muscular Dystrophy _____
Spina Bifida _____

Other _____
Hearing Impaired_____
Blind _____
Autistic _____
Emotionally Disturbed _____
Learning Disabled _____
Elderly _____
Mentally Ill _____
Speech Impaired _____

PLEASE CHECK AND/OR COMMENT on each of the following areas. I-Independent, MA-Minimal Assistance, CA-Complete Assistance.

A. PERSONAL GROOMING

	I	MA	CA
1. Dressing			
2. Brushing teeth			
3. Washing hands & face			
4. Showering			
5. Toileting			
6. Menstrual care			

General Comments and Suggestions:

B. MOBILITY

	I	MA	CA
1. Walking			
2. Gross (large) motor skills (i.e. running, jumping, etc.)			
3. Adjustment to water (pool, showers)			

4. Physical disabilities (please describe):
Hearing _____
Sight _____
Wheelchair _____
Walker, Braces, Crutches (list)
_____
Other _____
Comment on any wheelchair transferring procedures

C. MEAL-TIME

	I	MA	CA
1. Portion taking			
2. Cutting food			
3. Placing food in mouth			

4. Describe any special utensils (please send to camp):
5. Food likes:_____
6. Food dislikes:_____
7. Normal appetite is:
Large_____ Medium_____ Small_____
8. Is camper able to indicate his/her necessary amount of food & liquid intake?
YES_____ NO_____ If NO, give reason:

D. COMMUNICATION SKILLS

	YES	NO
1. Reads		
2. Writes		
3. Talks		
4. Sign language		
5. Gestures		

6. Communication board (please send) _____
7. Describe any special interests or activities:
_____
_____

9. If camper is on a SPECIAL DIET OR SUPPLEMENT please describe and state reason:

10. Camper's sleeping schedule generally is (please state no. of hours/night):_____

Comment on camper's general behavior pattern (i.e. happy-go-lucky, cautious, fearful, shy, aggressive, etc.). Suggest specific techniques for dealing with camper's behavior: _____
_____
_____
_____

MEDICAL INFORMATION

MEDICATION Camper will be taking at Camp (Include name, dose and times given):_____

_____

_____

Please list health concerns. (Seizures, tubes in ears, skin conditions, susceptibility to colds, strenuous activity). _____

_____

_____

Camper allergies (Food, Drugs, Bee stings) _____

Date of last tetanus _____ Family Doctor_____ Phone_____

★★★★★★★★★★

★★PARENT, CAMPER OR LEGAL GUARDIAN'S CONSENT

Upon placement of _____under the care of Camp Courageous of Iowa, I the undersigned parent or guardian, hereby give permission for medical, dental, and surgical care including all innoculations and shots as needed by the above named individual while under the care of Camp Courageous of Iowa. Any medical or dental care not covered under the Camp insurance must be paid by the parent, guardian, or individual camper.

I hereby give my consent for my child to be photographed for use in proper interest of the Camp or in case of adult applicant, I hereby agree for photos to be taken for use as above.

Date:_____

SIGNATURE: Name _____ Relationship_____

★★★★★★★★★★★★

MEDICAL EXAMINATION: To be filled out & signed by licensed physician.

This examination should be preformed within 12 months of arrival at camp. Examination for some other reason is acceptable. Examination is for determining fitness to engage in strenuous activity.

Hgt._____ Wt._____B.P._____ Hgb test_____ Urinalysis_____

Eyes _____
glasses _____
Ears _____
Nose _____
Throat _____

Teeth _____
Heart _____
Lungs _____
Abdomen _____
Extremities _____

Posture (spine) _____
Skin _____
Allergy _____

DATE OF LAST TETANUS BOOSTER _____

Camper Health Limitations _____

I have examined the person herein described & have reviewed his/her health history. It is my opinion that he/she is physically able to engage in camp activites.

DATE OF EXAMINATION _____

Examining Physician _____

Address _____

Telephone _____